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ABSTRACT

This report, ninth in a series of annual reports, addresses selected aspects of the Preschool Grants Program for Children with Disabilities, Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA). The report profiles services provided under this program and highlights changes under the 1997 amendments. It presents current and/or historical information for all 50 states, the District of Columbia, and eight outlying jurisdictions. Data were based on a January 1999 survey. The extensive tables provide data on: (1) administration, education reform, and funding; (2) charter and private schools; (3) interagency coordination; (4) personnel; (5) transition; (6) programming; (7) accreditation and monitoring; (8) performance outcomes; (9) public awareness; (10) Individualized Education Programs, Individualized Family Service Plans, and family-centered services; (11) eligibility classifications and criteria; (12) special education mandates and legislation; (13) preschool program data; and (14) state and jurisdiction Section 619 program coordinators. (DB)

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ED 432 074

Profile

9th Edition

Shelley deFosset, Editor

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NECTAS
National Early Childhood Technical Assistance System

EC 307276

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9th Edition
May 1999

Shelley deFosset, Editor

NECTAS
National Early Childhood
Technical Assistance System
Chapel Hill, North Carolina

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May 1999

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Introduction

With the passage of P.L. 94-142, the Education for All Handicapped Children Act of1975 (now the Individuals with Disabilities Education Act) and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5 years, with disabilities.

On June 4, 1997, President Clinton signed P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97). This legislation made significant changes to IDEA. These include:

- Participation of children and youth with disabilities in state- and district-wide assessments;
- the way in which evaluations are conducted;
- parent participation in eligibility and placement decisions;
- development and review of the Individualized Education Program (IEP), including increased emphasis upon participation of children and youth with disabilities in the general education classroom and in the general curriculum, with appropriate aids and services;
- the addition of transition planning;
- voluntary mediation as a means of resolving parent-school controversies; and
- discipline of children with disabilities.

(*NICHCY News Digest, Volume 26 (rev.), 1998*)

This document profiles services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. Many of the changes in IDEA '97 affect state implementation of Section 619 of Part B of IDEA. This year's *Profile* contains new data related to these changes in the sections on administration, education reform, and funding, and on programming.

The *Profile* was developed by NECTAS in collaboration with members of the Consortium of Section 619 Coordinators Steering Committee: Kathy Andrews (Vermont), Carol Dermyer (Kansas), Rick Price (Pennsylvania). Anne Shureen (Washington), Nancy Vorobey (Maryland), and Janice Zube (Louisiana).

The *Profile* presents current and/or historical information for all 50 states, the District of Columbia, and eight outlying jurisdictions. The Bureau of Indian Affairs, the Republic of the Marshall Islands, and the Federated States of Micronesia are not eligible to receive 619 funds; therefore, information on their current policies and services for children with disabilities is not included in the *Profile*.

Forty-three states and one jurisdiction responded to our request for updated information for this edition. The state and jurisdictional Section 619 Coordinators reported the data, although not all respondents updated every question. For those states and jurisdictions that did not respond to our request, only information that could be verified from other sources is included.

The topics covered in the *Profile* have been modified over the years to improve clarity and compatibility of data across the states. Coordinators have been contacted when necessary to clarify their responses; however, there has been no attempt to verify independently the data on every item presented herein, and data are subject to change. The information presented in this edition of the *Profile* has been gathered and updated through January 1999.

Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted. Contact information for each state is included in the Appendix. The Appendix contains state abbreviations used throughout the documents and the names of the state preschool coordinators and other program staff, along with their telephone numbers, fax numbers, and e-mail addresses. When the coordinator position is vacant, the state's director of special education is listed. Because this information is subject to change, readers are encouraged to obtain up-to-date information at the NECTAS Web site or from the NECTAS Coordinating Office.

We thank the Section 619 coordinators for their contributions to and support of this annual information-gathering effort. It is our hope that this resource will assist states in enhancing the quality of services for preschool children with special needs and their families.

Administration, Education Reform, and Funding

1. Fifty-two (52) states listed below report that preschool special education is administered through the following administrative agency or unit:

Administrative Unit	*n*	States
State Education Agency (SEA) Special Education Unit	42	AL, AK, AS, AZ, AR, CA, DE, FM, FL, GA, GU, HI, ID, IN, IA, KS, LA, ME, MD, MS, MO, MT, NE, NH, NJ, NM, NY, NC, ND, OK, OR, PA, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI
Early Childhood Unit (not within Special Education)	5	CO, CT, IL, MA, OH
Shared responsibility	5	KY, WI — Special Education and Early Childhood MN — Special Education and Community Services RI — Special Education and Office of Integrated Social Services WY — Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education
Other: NV — SEA Educational Equity Team (Unit) which includes special education, disadvantaged, etc. MD — New branch within Division of Special Education which houses the Maryland Infants and Toddlers Program and Part B preschool programs and services.		

2. Twelve (12) states report that their responses to Question 1 (above) reflect the influence of the following changes during the last 5 years:

Change	*n*	States
Education reform	5	MN, NV, NH, WA, WY
New administrative leadership	9	ID, IL, IA, LA, MN, NV, NH, WA, WI
Reorganization	3	FL, NH, RI

Administration, Education Reform, and Funding, *continued*

3. Thirty (30) states report the effects that education reform has had on their Section 619 program. The areas affected and the status of change are noted in the chart below.

Area Affected	Status of Change			
	Planning Underway	Activities Underway	Completed	Ready to Share
Administrative unit		NH, NY	KY, MA, MN, NV, RI	
Collaborative agreements with other agencies	GU, KY (child care), NJ (Head Start, Child Care), NM, WA	AZ, FL, GU, KY (early intervention), LA, MD, MN, NH, NY, OH (early intervention), OR, VA (Head Start), WA	CT (Birth to 3 Head Start), IA (Head Start), KY (Head Start), NM, NC, OH (Head Start), OR (Migrant Head Start), RI (Head Start, Dept. of Health, Dept of Human Services)	CT, NC, RI
Guidelines	GU, NY, ND	CA, NJ, NC[1], UT	CT, IA	CT, IA
Local self-assessments	NC		IA	
Outcome statements	FL, GU, ME, NY	MN, NC	FL, OH, UT	UT
Policy papers		NY, OH	CT, MA	CT, MA
Preschool special education criteria/classifications	NM	CT, MD, SD, UT, WI	GU, NY, SD	NY, SD
Program evaluation procedures	CO, GU, NV, NY, ND	KY, LA, MN, NC, UT	OH	KY
Program standards	GU, NV, OH, SC	CO, LA, MA, MN, NY, UT, WA[2]	CO[3], FL	KY
Vision/goal setting	WI	AZ, CA, CT, IA, KS, LA, MD, MN, NY, OH	FL	RI
Other:				

[1] For effective early childhood programs
[2] Benchmarks
[3] Being revised

Administration, Education Reform, and Funding, *continued*

4. Forty-five (45) states report having *preschool* policies and procedures in the areas listed below that differ from those for school-age children.

Policies and Procedures	*n*	State
Personnel Standards	39	AK, AZ[1], AR, CO, DE, FL[2], GA[2], ID[1], IL[1], IN[3], IA[1,2], KS, KY, LA, ME[4], MA[1], MD, MN[1], MS[2], MO, NE[1], NV, NH, NM[1,2], NC, ND[1], MP, OH, OK, OR, RI[1], SC[5], SD[1,2], TN, UT[1], VA[1,2], WA, WI[1], WY
Assessment/Evaluation Policies	33	AK, AZ[1], AR, CO, DE, FL, GU[3], ID[1], IN[3], IA[3], KY, LA, ME, MN, MS, MO[1], MT, NE[1,3], NV, NJ, NM[1,2], NY, NC, MP, OH, OR, PA, RI[1], SC[1], TN[4], UT[1], VT, WA
Program Standards	25	AR, CA, CO[1], DE[4], ID[1], IN[3], IA[1,3], KS, KY, LA, ME[1], MA[1], MN, MO[1], NE[3], NJ, NY[1], ND[4], OH, OR, PA[1], SC, TN[4], VT[4], VA[1]
IEP Forms	11	CO, GU[3], IA[3], ME[1], MN[3], MP, ND[4], OR, PA[1], SD[5], TN[4]
Monitoring Strategies/Forms	19	AR[1], CA, CO, DE[4], IN, IA, LA[4], ME[1], MN[3], NY[1], OH, OK[4], OR, PA[1], RI[1], SC, TN[4], UT, VT
Curriculum Standards	8	CA, CO, HI, IN, KY, NC[5], NM[7], OH
Transportation Policies	16	AK, AS, DE, GU[3], IN[3], IA[3], KY, MN[3], MS, NE[1,3], NH[3,4], NY, NC[4], MP, PA[1], WI
Procedural Safeguards	6	GU[5], IA[3], KY, ME[1], MN[1], MP
Program Approval Process	9	AK, AZ[1], AR, KY[6], LA, ME, NH[3], NY[1], OH
Guidelines	24	AR[1], CA, CO[1], CT[1], DE[4], GU[4], ID[1], IN, IA[1], KS[1], KY, MA, MS, MO[1], MT, NV[1,5], NM[1,2], NY[4], NC, OR[4], PA[1], TN[4], VT[1], WI[1]

1-Information ready to share
2-Preschool endorsement
3-Birth to 21 with preschool specific information
4-Under development
5-Guidelines
6-In legislation
7- Developing use of IFSP Birth to 5

Administration, Education Reform, and Funding, *continued*

5. The 51 states listed below report that Section 619 funds are distributed by State Education Agencies (SEAs) to the following:

Entity	*n*	States
Local Education Agencies (LEAs) only	32	AL, AK, CA, CT, DE, FL, GA, HI, ID, IN, KY, LA, MD, MA, MN, MO, MT, NE, NV, NJ, NM, NC, ND, OH, OK, RI, SD, TN, UT, VT, VA, WV
LEAs and Education Service Agencies (ESAs)	12	AZ, AR, CO, IL, KS, MS, NY, PA, SC, TX, WA, WI
State School(s) for the Deaf and Blind	12	AZ, CO, CT, FL, IL, IN, KS, MT, NM, NY, TX, WV
Other agencies which function as LEAs or ESAs	8	AR - Dept of Human Services/Developmental Disabilities Services CT - State Department of Children and Families, U.S. School District II FL - Dept of Health, Children's Medical Services; Developmental Research Schools ME - State Child Development Services MD - School for the Blind; School for the Deaf; Developmental Disabilities Admin. NC, VA - State Operated Programs (SOPs) WY - Department of Health, Division for Developmental Disabilities
Charter school(s) that function as an LEA	7	DE[1], LA, MN, NJ, OH, TX, WV
ESAs only	2	IA, WV
Other	8	AL – State supported agencies (Old Chapter I Handicapped) AS and GU — SEA and LEA are the same CT — Board of Education services for the Blind; American School for the Deaf; State Dept of Children and Families; U.S. School District II; State Department of Education allocates funds (B-5) system (611 Grant) MD — State Dept of Education allocates funds to birth to 3 system NH — Institutions of higher education, LEAs, educational collaborative NY — Other approved preschool special education programs. OR — SEA distributes all Section 619 funds directly to programs

[1] If a charter school serves 3-to-5-year old children, funds will be distributed.

Administration, Education Reform, and Funding, *continued*

6. Under IDEA 97, 20% is the maximum amount of 619 state set-aside funds that the SEA may use for administration. The 39 states listed below report their percentage of FFY 1998 set-aside amount used for administration.

%	*n*	States
0% to 4%	7	GA, IN, KS, MO, NE, NJ, OR
5% to 9%	15	AL, AR, CT, DE, IL, LA, KY, ME, MD, MA, MN, MS, MT, WI, WY
10% to 14%	1	NC
15% to 20%	16	AZ, CO, FL, HI, ID, NV, NH, NM, NY, ND, PA, RI, SD, TX, VA, WV

   a. Five (5) states indicate that they use some of these administrative funds to administer Part C.

      CT, ID, ME, MD, and MN

7. Thirty-seven (37) states report the following percentages of their maximum set-aside of 619 funds are used for other state-level activities under IDEA 97:

%	*n*	State
0% to 19%	20	AL, AR, IN, IA, GA, KS, KY, ME, MN, MO, MT, NV, NJ, OR, SD, TX, WA, WV, WI, WY
20% to 39%	5	AZ, CT, IL, MA, MD
40% to 59%	3	HI, NC, VA
60% to 79%	1	FL (19% is allocated as part of the LEA flow-through)
80% to 100%	8	DE, ID, NH, NM, NY, ND, PA, RI

8. Forty-one (41) states report that the following activities are supported with 619 set-aside funds under the IDEA Amendments of 1997.

Activities	*n*	States
Support Services	33	AL, AZ, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MN, MS, MO, NV, NH, NM, NY, NC, ND, OR, PA, TN, TX, VA, WA, WV, WI, WY
Activities related to the statewide coordinated service delivery program	32	AZ, AR, CO, CT, DE, FL, GA, HI, IL, KS, KY, LA, ME, MA, MD, MN, MS, NV, NH, NJ, NM, NY, NC, OH, OR, PA, RI, SD, TX, WA, WI, WV
Direct Services	23	AL, AZ, CO, CT, DE, HI, ID, IL, IA, LA, MD, MO, MT, NV, NH, NJ, NC, OR, PA, TX, WV, WI, WY
Activities at state and local levels to meet the state established performance goals	19	AZ, CO, DE, HI, KY, LA, ME, MA, MD, NM, NY, OH, OR, PA, TN, TX, VA, WA, WV
State Improvement Plan (SIP) activities	12	AZ, DE, HI, IL, KY, NY, MN, NM, ND, OR, PA, VA

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9. States reported the following effects of IDEA 97 619 funding formula on flow-though dollars to LEAs in FY98:

State	% of LEAs Receiving an Increased Award	% of LEAs Receiving a Decreased Award	% of LEAs With Stable Awards	SEA Support to Fund LEA Difference or Maintain FY97 Hold-Harmless Amount
AL	NR	NR	NR	NR
AK	NR	NR	NR	Yes
AZ	NR	NR	NR	Yes
AR	NR	NR	NR	NR
CA	NR	NR	NR	NR
CO	0	100%	0	Yes [1]
CT	0	4%	96%	No
DE	33%	0	66%	Yes [2]
DC	NR	NR	NR	NR
FL	46%	44%	10%	NR
GA	0	50%	50%	Yes [3]
HI	NR	NR	NR	NR
ID	0	42%	58%	Yes [4]
IL	0	0%	100%	NR
IN	NR	NR	NR	NR
IA	0	0	100%	Yes
KS	0	0	100%	NR
KY	32%	6%	62%	No
LA	37%	11%	52%	3%
ME	NR	NR	NR	Yes [3]
MD	0	83%	0	7% [5]
MA	0	12%	85%	No
MI	NR	NR	NR	NR
MN	47%	40%	13%	NR
MS	0	0	5%	NR
MO	NR	NR	NR	Yes

State	% of LEAs Receiving an Increased Award	% of LEAs Receiving a Decreased Award	% of LEAs With Stable Awards	SEA Support to Fund LEA Difference or Maintain FY97 Hold-Harmless Amount
NE	NR	NR	NR	NR
NV	NR	NR	NR	NR
NH	NR	NR	NR	NR
NJ	NR	NR	NR	NR
NM	60%	36%	4%	NR
NY	NR	NR	NR	NR
NC	0	60%	0	Yes [6]
ND	0	0	100%	NR
OH	NR	NR	NR	NR
OK	NR	NR	NR	NR
OR	NR	NR	NR	NR
PA	NR	NR	NR	NR
PR	NR	NR	NR	NR
RI	NR	NR	NR	NR
SC	NR	NR	NR	NR
SD	0	46%	0	Yes
TN	28%	63%	18%	NR
TX	NR	NR	NR	NR
UT	NR	NR	NR	NR
VT	NR	NR	NR	NR
VA	NR	NR	NR	NR
WA	0	Slight	Slight	No
WV	NR	NR	NR	NR
WI	0	Slight	0	Yes
WY	100%	0	0	NR

Notes:

1 Compensated to keep funding at minimum of $525
2 Raised them to their level of last year using SSA
3 Hold harmless
4 Requests for discretionary funds will examine decrease in district flow-through award
5 Using set-aside dollars to compensate for shifts
6 Used discretionary funds to offset shift
7 Those that lost more than 5% may get additional funds

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Administration, Education Reform, and Funding, *continued*

10. States report that the following activities are supported with Section 619 set-aside funds:

State	Support services	Direct services	SIP Activities	Meet State/Local Performance Goals	Coordinated Statewide Service Delivery System
AL	✔	✔			
AZ	✔	✔	✔	✔	
AR					✔
CT	✔	✔			✔
DE	✔	✔	✔	✔	✔
FL	✔				✔
GA	✔				✔
ID	✔	✔			
IL	✔	✔	✔		✔
IA	✔	✔			
KS	✔				
KY	✔		✔	✔	✔
LA	✔	✔		✔	✔
ME	✔			✔	✔
MD	✔	✔		✔	✔
MA				✔	✔
MN	✔		✔		✔
MS	✔				✔
MO	✔	✔			
MT		✔			
NV	✔	✔			✔
NH	✔				✔
NJ		✔			✔
NM	✔		✔	✔	✔
NY	✔		✔	✔	✔
NC	✔	✔			✔
ND	✔		✔		
OH				✔	✔
OR	✔	✔	✔	✔	✔
PA	✔	✔	✔	✔	✔
RI					✔
SD					✔
TN	✔			✔	
TX	✔	✔		✔	✔
VA	✔		✔	✔	
WA	✔			✔	✔
WV	✔	✔		✔	✔
WI	✔	✔			✔
WY	✔	✔			

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11. Thirty-two (32) states report unique features of their *state* preschool special education funding procedures.

Unique Feature	States	Explanation
Birth rate	GA	Certain percentage of live birth rate.
	PA	State makes an allocation of the previous year's program costs, which are historically linked to live births, plus an increase less kindergarten age costs. Increase affected by number of children served in prior year.
Block grants	DE	Block grants serve 3-year-old children with developmental delays and 3- and 4-year-old children with speech delays; when children with developmental delays turn 4, school-age categories and unit funding apply.
	MT	State special education funds flow to LEAs in two block grants: instructional services and related services.
Child count	AR	State allocation based on December 1 child count.
	AL, IA, NM, VA	State allocations are based on December 1 child count.
	CO	Based on October 1 child count.
	CT	FFY 98 base allocation 75% of FFY 97, 85% enrollment of public/private; 15% poverty (using state TANF data).
	IN	State/local allocations are based on December 1 child count
	LA, OH	State allocation is based on October 1 child count.
	MN	State funds are allocated on a base allotment
	NC, OR	State funds are allocated on a base allocation plus a per child amount.
	UT	Total state allocation is divided by December 1 child count.
Contact time	CO	90 hours per semester
	ID	Each 16 hours of student contact time in special education and related services counts as one FTE, which in turn is used to compute state funding for preschool services at the local level.
	ND	Each 12 hours of student contact time in special education and related services counts as one FTE for state foundation payment. Less than 12 hours is prorated.
Cost reimbursement	IA	LEAs may use state education funds to support costs of community-based placements for preschool children requiring special education.
	MO	State reimburses 100% of "reasonable and necessary costs."
	NY	County pays costs; then state reimburses 59.5% of approved costs.
Equity share	CA	State uses equity share model.
Weighted formula	AZ	Weights are different for preschool; funding formula is the same.
	FL	State funds are allocated by 5 weighted cost factors for each FTE. The cost factors reflect the intensity of services needed by each student.
	KY	State funds are allocated on a per-child basis, but weighted by disability grouping. Local school districts receive one preschool grant that includes funds for preschoolers who are income eligible and who have disabilities.
Other	MS	70% of preschool teacher salaries are funded from minimum program funds
	NE	SEA funds preschool programs at 90% and entirely with federal Part B resources; locals provide 10%. No state funds are used.
	NM	There is no state funding for related services as there is for K to 12 students. Current funding is under legislative review. Two-year-olds with IEPs are funded by state funds. Weights are different for preschool.
	NC	Each LEA receives amount equal to one teaching position plus the April head count. Second component is the same for school-age.

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Administration, Education Reform, and Funding, *continued*

12. Forty-one (41) states report using the following poverty criteria for the purpose of the Section 619 flow-through formula.

State		Criteria
AL, AR, DE, GA, ID, IN, IA, KS, KY, LA, ME, MD, MA, MN, MI, MS, MO, MT, NV, NH, NJ, NM, NC, ND, RI, SC, SD, TN, TX, WA, WV	31	Number of students participating in the National School Lunch Act Program
FL, HI, PA, WI	4	Title I
CO, CT	2	State data on children receiving Temporary Assistance to Needy Families (TANF)
IL	1	U.S. low income count
NM	1	Low Income Concentration Grant Eligibility Title
NY	1	School district ranking on the extraordinary needs aid list
OR	1	Negotiated contract budgets include consideration of differential populations of children living in poverty

13. The following funding sources are used by *SEAs* to support the provision of special education and related services for preschool children with disabilities.[1]

Source	*n*	Number of States Reporting the Approximate Percentage of Total Funds for SEA Preschool Special Education and Related Services Contributed by This Source				
		1 - 25%	26 – 50%	51 –75%	76 – 100%	No % reported
611 (VI - B) Funds	35	22	3	0	1	9
619 Funds	53	15	3	3	22	10
Developmental Disabilities	3	2	0	0	0	1
Medicaid	17	11	0	1	1	4
Private insurance	4	3	0	0	0	1
State Early Childhood	10	5	3	0	1	1
State General Education	11	6	2		1	2
State Special Education	25	6	7	2	5	6
Title 1 Disadvantaged	7	5	0	0	0	2
Title 1 Even Start	6	3	11	0	0	2
Other	2	County funds: 26-50% Separate state appropriation for preschool special education: 51-75%				

[1] In every state, Head Start dollars also contribute to the provision of a free appropriate public education for preschool children with disabilities who are placed in Head Start programs. For information about the specific provisions contained in the formal agreements between the SEA and Head Start agency in each state, please see the chart on page 23.

Administration, Education Reform, and Funding, *continued*

14. The *Educational Service Agencies (ESAs)* of the following states use these funding sources to support the total cost of special education and related services for preschool children with disabilities.[1]

Source	n	Number of States Reporting the Approximate Percentage of Total Funds for ESA Preschool Special Education and Related Services Contributed by This Source				
		1 - 25%	26 – 50%	51 –75%	76 – 100%	no % reported
611 (VI - B) Funds	10	7	2	0	0	3
619 Funds	15	9	3	2	2	3
Developmental Disabilities	1	0	0	1	0	0
Local Funds	5	3	2			2
Medicaid/EPSDT	8	4		2	2	3
Private Insurance	1	1	0	0	0	0
State Early Childhood	4	1	1		1	1
State General Education	2	0	1		1	0
State Special Education	10	3	3	0	2	2
Title 1 Disadvantaged	1	0	0	0	0	1
Title 1 Even Start	1	1	0	0	0	0

15. The *LEAs* of the following states use these funding sources to support the provision of special education and related services for preschool children with disabilities.[1]

Source	n	Number of States Reporting the Approximate Percentage of Total Funds for LEA Preschool Special Education and Related Services Contributed by This Source				
		1 - 25%	26 – 50%	51 –75%	76 – 100%	no % reported
611 (VI - B) Funds	32	17	2	0	0	13
619 Funds	45	22	4	1	7	11
Developmental Disabilities	1	1	0	0	0	0
Johnson O'Malley Funds	2	1	0	0	0	1
Local Funds	31	9	7	3	1	11
Medicaid	31	15	0	0	0	16
Private Insurance	7	3	0	0	0	4
State Early Childhood	12	7	1		1	3
State General Education	17	5	2		3	7
State Special Education	37	10	10	3	3	11
Title 1 Disadvantaged	11	6	0	0	0	5
Title 1 Even Start	8	4	0	0	0	4

[1] In every state, Head Start dollars also contribute to the provision of a free appropriate public education for preschool children with disabilities who are placed in Head Start programs. For information about the specific provisions contained in the formal agreements between the SEA and Head Start agency in each state, please see the chart on page 23.

Administration, Education Reform, and Funding, *continued*

16. The SEAs of the following states contribute funding for the initiatives listed:

Initiative	*n*	States With SEAs That Contribute Funds
Training/technical assistance	46	AL, AK, AZ, AR, CA, CO, CT, DE, FL, GA, GU, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MN, MS, MO, NE, NV, NH, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI
Transition planning, projects, or activities	40	AK, AZ, AR, CA, CO, CT, DE, FL, GA, GU, HI, IL, ID, IN, IA, KS, KY, LA, ME, MD, MA, MO, NE, NV, NH, NJ, NM, NC, OH, OK, OR, RI, SC, SD, TN, TX, UT, VT, VA, WA
Statewide early childhood service system development	32	AK, AZ, CA, CO, CT, FL, GA, GU, IL, IA, LA, KS, KY, ME, MD, MA, MN, NE, NV, NJ, NM, NY, NC, ND, OH, PA, RI, TN, TX, UT, VT, WA
Program Evaluation	25	AK, AZ, AR, CA, CO, DE, FL, GU, KS, KY, ME, MD, MA, MN, NE, NV, NY, NC, OH, OR, PA, RI, TN, TX, UT
State ICC	16	AL, AK, CA, IL, IA, ME, MD, MS, NV, NC, ND, OR, PA, TN, TX, VT
Accreditation programs/self-study activities	15	AZ, CA, CO, CT, DE, GU, KS, LA, MA, NE, NV, NC (anticipated), OH, RI, VA
Family resource centers	15	AK, CA, CT, IN, IA, KY, LA, MA, MT, NM, NC, OH, OK, RI, UT
Local ICCs	13	CA, FL, GU, IA, KS, KY, ME, MN, NC, OR, PA, SD, UT
Other: HI – Inclusion projects ME – Early childhood performance goals and indicators.		

17. Sixteen (16) states have established or are in the process of establishing a per-child cost for early childhood special education (ECSE) services.

    a. Have established (12 states):

    AZ[1] (cost study), IA, KY[1], ME, MA[2], MO[1], NE[1], NM[1], NY, ND, OR, and PA[1] (multi-agency fiscal survey)

    b. In process (4 states):

    AR, OH, SC, and UT

1 Information ready to share.
2 Newly established rate reimbursement from Medicaid for young children with special education medical needs ($52 per child per week)

18a. The following 18 states received a State Improvement Grant (SIG):

AL, CA, GA, HI, ID, IA, KS, KY, MD, MA, MI, MO, NH, OH, PA, UT, VT, and VA

b. The following 11 states report that their SIG projects involve the Section 619 program:

AL, GA, ID, IA, KY, MA, MO, NH, OH, PA, and VA

Charter and Private Schools

1. The following 23 states do not have a method for allocating special education funds to charter schools:

   AR, CO[1], CT[1], FL, GA, ID[1], IN, IA, KY, ME, MD, MS, MT, NM, ND, PA, SC, SD, TN, VA, WA, WV, and WY

   [1] *Notes:*
   CO – By statute, charter schools are part of the LEA (district).
   CT – State law defines that all charter schools are public schools but are not LEAs.
   ID, KS – Charter school is part of existing LEA.
   LA – At this time only one charter school approved. This school will not serve 3-5 with disabilities.
   NC – Charter schools are not currently serving preschoolers.

   Additional Notes:
   DE – Use total school enrollment as census and use same formula for poverty
   MA – Funds follow student; no preschoolers enrolled
   MO – Will treat charter school as component of the LEA; no charter schools in MO

2a. Twenty-four (24) states track private school enrollment.

   CO, CT, DE, FL, IL, IN, IA, KY, ME, MD[1], MO[2], MT[2], NV[3], NH, NJ[4], NY, NC, ND, RI, SC, SD, TN, WV, and WI

   [1] MD – Voluntarily reported
   [2] MO, MT – Also track home schooling
   [3] NV – Only required on federal child count
   [4] NJ – Also track nonpublic school numbers

   Additional Notes:
   LA – Children who are receiving special education services through an IEP are tracked on LA Automated Network Special Education Records, the state tracking system for students enrolled in special education.
   PA – Information can be retrieved via ESA.
   VA – Require LEAs to give us numbers from their tracking
   WA – Minimally

   b. Four (4) states are in process of tracking private school enrollment.

      GA, HI, MA, and OH

Interagency Coordination

1. While most states report that the age focus of their Part C Interagency Coordinating Council (ICC) is birth through 2 years, the following seventeen (17) states report the age focus to be birth through 5 years:

   AL, AK, IL, KS, ME, MD, MN, NE, NC, ND, OR, PW, PA, TN, VT, WV, and WY

   Other:

   MT – Birth to 12

2. SEA representatives on state Part C ICCs hold the following positions:

Position	*n*	State
Early Childhood/Special Education Coordinator	24	AK, AS, AR, CO, GU, IN, IA, MA, MN[1], MS, MT, NV, NH, NM, NC[1], RI, SC, TN[1], TX[2], UT, VT, WA, WV, WY
Special Education Director Assistant/Associate Special Ed Director	20	AZ, CA, DE[3], FL, GA, GU, HI, IA, ME, NJ, NM, ND, OK, OR, PA, SC, SD, TX[4], UT, VA
Superintendent/Commissioner	6	AL, IL, KS, RI[5], SC, WA[5]
Assistant Superintendent/Assistant Commissioner	7	CO, GU, MO, MD[6], OK, TN, WI
Section/Bureau Chief	5	CT, IA, LA, NY, NC
Preschool Director/Assistant Director	4	IA, KY, OH, NE
Other: Monitoring specialist from SDE — ID Supervisor of Early Childhood and Family Initiatives — MN		

Notes:
1. Serves as staff to council
2. Advisory Committee
3. 619 Coordinator is designated proxy for Special Education Director
4. As a Board Member.
5. 619 designee attends
6. 619 Coordinator is designated proxy for Assistant Supervisor

3. Thirty-four (34) SEAs have a representative of their state's Part C Program on the Part B State Advisory Panel or Preschool Advisory Council:

   AL, AK, AS, AZ, CO, CT, DE, FL, GA, HI, ID, IL, IN, IA, LA, ME, MA, MN, MS, MO, MT, NE, NV, NH, NM, NY, ND, OH, OR, SC, TN, UT, VA, and WY

Interagency Coordination, *continued*

4. SEA representatives are involved in the following Part C ICC task forces:

Task Force(s)/Committee(s)	*n*	States
Personnel preparation, training, and technical assistance	36	AL, AK, AZ, AR, CA, CO, CT, DE, FL, GA, GU, ID, IL, KS, KY, LA, ME, MD, MA, MS, NH, NJ, NM, NY, ND, OK, OR, PA, RI, SC, TX, UT, VA, WA, WI, WV
Transition	36	AL, AZ, AR, CO, CT, DE, FL, GA, GU, ID, IL, KS, KY, LA, ME, MD, MA, MS, MT, NH, NJ, NM, NY, ND, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WV, WI
Child find/Public awareness	23	AL, AZ, AR, CA, CO, GU, IL, KS, LA, ME, MD, MA, MS, MT, NJ, NM, NY, ND, RI, SC, TX, UT, WI
All task forces	19	CO (indirectly), CT, FL, GU, KS, KY (at their option), LA, ME, MN, MO, NE, NH, NC, OR (at their option), SD,TN (as necessary), UT, WA, WY
Policy development/ administration	19	AK, AR, CA, CT, FL, GU, ID, KS, LA, ME, MA, MT, NY, OR, RI, SC, UT, VA, WI
Service delivery	15	AR, FL, GA, GU, ID, KS, LA, ME, MD, NJ, RI, TX, UT, VT, WI
Service coordination/ Interagency coordination	14	AR, CA, DE, GU, ID, LA, ME, MD, MA, MT, NJ, OR, PA, WI
Assessment	12	AR, CA, CO, FL, GU, LA, ME, MA, NM, ND, UT, WI
Central directory	11	AL, AR, FL, GU, KS, LA, ME, MA, OR, PA, WI
Funding	11	AL, AR, GU, KS, LA, ME, MD, MS, NY, WA, WI
Procedural safeguards	10	AR, CA, FL, GU, LA, ME, MT, NM, RI, WI
Data	8	FL, GU, IN, KS, LA, ME, OR, WA
Definition	6	AR, GU, LA, NM, UT, WI
IFSP	6	CA, FL, GU, LA, ME, WI
Standards/Evaluation	5	CA, FL, IN, VA, WI
Executive	3	GA, IN, PA
Family support	3	CA, FL, MD
Supervision/Monitoring	3	IN, ND, VA
Autism	2	NV, RI
Cultural diversity	2	FL, MD
Health services	2	CA, FL

Interagency Coordination, *continued*

5. SEAs support local/regional ICCs for services to preschool children (3 through 5 years) in the following ways:

State (Age focus)	Requires Preschool ICCs	Provides Guidelines	Provides Fiscal/Staff Support	Provides TA to Preschool ICCs	Comments
AL (B through 5)			✓	✓	
AS (3 through 5)					6
AR (B through 5)	✓	✓	✓	✓	
CO (B through 3)		✓	✓	✓	3
CT (B through 5)	Recommends				5
FL[1]		✓		✓	
GA[1]				✓	
IL[1]				✓	
KS (B through 5)		✓	✓	✓	
KY (B through 5)			✓	✓	3
ME (B through 5)	✓	✓	✓	✓	
MA (3 through 5)		✓	✓	✓	
MN (B through 5)	✓	✓	✓	✓	
MS (3 through 5)				✓	
MO[1]		✓	✓	✓	
MT (B through 5)		✓			
NE (B through 5)	✓	✓	✓	✓	
NC (B through 5)		✓	✓	✓	
ND (3 through 5)		✓	✓		
OH (3 through 5)				✓	
OK (NR)				✓	
OR (B through 5)	✓	✓	✓	✓	
PA (B through 5)	✓	✓	✓	✓	2, 3, 4
RI[1] (B through 5)		✓		✓	
SD[1]		✓	✓	✓	
TN (3 through 5)			✓	✓	3
TX (B through 5)			✓	✓	3
UT (B through 5)	✓	✓	✓	✓	4
VT (B through 3)			✓		
WV (B through 5)				✓	
WI (3 through 5)			✓	✓	
WY (B through 5)	✓	✓	✓	✓	2

1- Age focus of LICCs varies across the state
2- Required by governor
3- Includes Head Start
4- Required by legislation
5 – State recommends 0-5 LICCs to include 0-3 LEAs, Head Start and Community Early Care and Educ. Providers and families.
6 – Support is same because we are the SEA and LEA at the same time

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Interagency Coordination, *continued*

6. Twenty-six (26) states indicate SEA support of Part C local ICCs:

   a. Twenty-six (26) states report providing technical assistance and/or training support:

      AL, AZ, AR, CO, FL, GA, HI, IL, IA, KS, KY, MA[1], MN, MS, MO, NJ, NC, ND, OR, PA, SC, SD, TN, WA, WV, and WY

   b. Seven (7) states report providing fiscal support:

      KS, MA[1], MN, MO, NC, OR, and SD

[1] Not on a regular basis

Interagency Coordination, *continued*

7. Forty-one (41) states report that their 619 Programs are engaged in the following initiatives that support comprehensive services for all young children and their families:

State	Initiatives That Support Comprehensive Services
AL, AR	Inclusive day care training
AS	Special education/early childhood education specialists serve as Disabilities Component Coordinators for Head Start
AZ	Head Start Collaboration Grant; AZ self-study process; networking statewide conference (birth to kindergarten)
CA	Infant and preschool handbook/guidelines; Regional training for practitioners and administrators
CO	New initiatives regarding assessment (birth to 5) and regarding transition (birth to kindergarten)
CT	Comprehensive school readiness and child day care initiative; family resource centers; Head Start collaborative grant; training/TA; collaborative training/conferences with state agency partners
DE	Member of advisory committee for state-funded preschool programs which follow Head Start standards
FL	Support/resources for the State Coordinating Council for Early Childhood Services, and financially support transition project for high-risk pregnant women, infants and children to age 6
GU	Implementation of inclusive practices in integrated preschool programs, support of day care centers through training in strategies for including children with disabilities and their families
IL	Statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant
IN	Special education works with other state and local agencies to provide a system of care emphasizing the concept of wraparound services in an effort to maintain the child and family in the community; inclusive child care settings
IA	Establishment of a unified early childhood task force to develop a vision and action plan for young children. New initiative focusing on early literacy. Passed legislation emphasizing local control of services for children and families.
KS	Head Start Collaboration Grant; quality standards for early childhood, birth to 8 — Early Childhood Stakeholders Committee
KY	Preschool/primary workgroup (transition to primary curriculum alignment/authentic, appropriate child progress)
LA	619 personnel serve on all SEA early childhood task forces, committees, etc.; two full-time staff positions in Early Childhood section are now funded in preschool special education.
ME	Adoption of IFSP form by the Departments of Education, Human Services, and Mental Health/Mental Retardation; all services provided are on the IFSP; certification for all birth to 5 Early Childhood professionals.
MD	Maryland Model of School Readiness (MMSR) which focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families.
MA	Merged mission of early childhood and early childhood special education (birth to 8)
MN	Infant mental health work group/feasibility study; family service collaborative; STATES initiative; Early Childhood Network; Department of Children, Families & Learning Early Childhood Work Group; State Early Childhood Intervention Training Work Group (i.e., CSPD work group)
MS	Interagency group, BRIDGES (Bring Resources, Inclusion and Developmentally appropriate Gains to Every child) for ages birth to 5, involving all state agencies as well as colleges and universities
MO	Inclusion of all children and child care initiative
NE	Unified endorsement criteria for teachers of children birth through 3rd grade
NV	Information and referral service; statewide resource library
NJ	Discretionary funds used to initiate projects to promote integrated learning experiences for preschool children with disabilities
NM	Partners in Change, a 5-year project focusing on a comprehensive approach to all children, birth to 8; childcare accreditation committee; developing preschool performance outcomes
NH	Statewide preschool TA network for infant-preschool practitioners, inclusive childcare; transition Part C to Part B, 619 coordinator serves on committee for early childhood issues at Department of Education
NY	Early Childhood Direction Centers (information and referral for children with disabilities, birth to 5)
NC	Coordination with regular early childhood Project Success: joint public service announcements, joint guidelines for all early childhood programs, joint task forces on personnel development, joint magazine for early childhood
ND	Bright Futures (AAP) pilot projects; Early Childhood teaching system (B- 5)
OH	Ohio Family and Children First; Head Start Collaboration Grant; Joint Training; Head Start Disabilities Agreement; Head Start/ Child Care Partnerships
PA	Joint training with Head Start, participation on Early Childhood Career Development Task Force
RI	Child Opportunity Zone (COZ); Family Centers; Early Childhood Collaboration TA Task Force; Keys to Quality Accreditation Project

continued

Interagency Coordination, *continued*

Question 7, *continued*

State	Initiatives That Support Comprehensive Services
TN	Collaborative training with Head Start; DHS (child care), DD Council, CEC/DEC, Department of Health (Project TEACH) interfacing of community resources for related health services with LEAs
TX	Head Start Collaboration Project, Early Childhood Team, physician awareness activities
UT	Families, Agencies & Community Together Initiative (FACE)
VT	Early childhood work group, working toward unified child development and family support services; development of statewide early childhood service agreement (B- 6)
WA	Grant with Washington AEYC to do training on inclusion; various interagency task forces
WV	Statewide training and TA system; Autism work group; Interagency statewide conference, assisted technical camp for young children; interagency agreements; childcare inclusionary activities
WI	Discretionary funds used for Early Childhood Community Councils and committees at the local level
WY	Cost effectiveness study; Head State collaboration grant.

8. Twenty (20) states report that their 619 Programs are involved in the development of the Child Care and Development Fund (CCDF) (formerly the Child Care Development Block Grant) state plans in the following ways:

State	Collaborative Activities
CA	Part of MAPs for Inclusive Child Care Team. Desired Results project whose goal is to develop a collaborative set of EC standards and outcome measures
CO	Involvement of a representative of Early Childhood Leadership Team/fund a person in our office
DE	Involvement of a representative of Early Childhood Leadership Team
CT	Ensuring inclusion; training and TA; additional subsidies for children with disabilities
IN	The 619 coordinator serves on the Step Ahead Panel which oversees the implementation of the state plan for the CCDF
IA	Participate on various subcommittees; participation of all agencies in Child Development Coordinating Council
KS	Involved in task forces to revise rates for child care providers, coordinate training for providers in communities, review educational grants.
KY	Invited to meetings
ME	State Planning Team; ICC has a Department of Human Services representative who is responsible for child care
MN	Ensuring inclusion; training and TA; additional subsidies for children with disabilities
MO	Feedback provided, offer suggestions
NV	Participation of early childhood special education coordinator in planning meeting
NH	619 participation on Child Care Advisory Committee and Child Care Work Group
NJ	Recommendations requested during meetings
NC	Hold meetings and participate on the state level
OH	Involvement in the development of the state plan required in order to receive funds
OR	Participation on the advisory board; work on subcommittee for children with disabilities
RI	619 Coordinator serves on the Child Care Training System Advisory Board that is funded through the CCDF
TN	Assistance of task force member in planning for utilization of funds, establishment of guiding principles, etc.
VT	Part of MAPs to Inclusive Child Care Team

Interagency Coordination, *continued*

9. Twenty-three (23) states offer the following considerations for children with disabilities in their CCDF programs:

State	Special Considerations
AZ	Enhanced rates for necessarily enhanced levels of service
CO	Statement in grant proposal, included consolidated child care pilots
CT	In allocating subsidies to providers, increased rate for serving children with disabilities, training and TA
DE	Cost differential
FL	Encourage placement, offer special training regarding children with disabilities
GU	Provide supplementary funds; ensure ADA compliance
HI	Given priority
IL	Children with disabilities are given priority in services
IN	Priority for child care services is given to children with special needs as defined in the state plan. Child care voucher funds are prioritized for this special population. Income allowances can be made for families with children with documented special needs
IA	Inclusion is seen as best practice
KY	Special priority and age extension for children with disabilities
LA	Priority is given to children with disabilities.
ME	Additional stipend for providers who care for children with special needs
MA	Vouchers for children with disabilities, which support approximately 65 young children, set aside in the CCDF
MS	State pays a higher daily rate for eligible special needs children for child care and after school care
MT	The child care program provides enhanced weighted funding for children with disabilities or special needs. Supports coordination with Part C providers and LEAs
NV	Child care subsidies
NY	Enhanced rate
NC	Child care programs may draw down additional monies if they serve special needs children
OR	Subgroup working on upgrading services for children with disabilities
RI	Professional development activities on inclusion and transition are supported through the RI Child Care Training System and funded through CCDF, NEA accreditation project, which requires participants to provide inclusive settings, is coordinated through the Child Care Training System.
TN	Funds available to assist providers to include children with special needs and disabilities
WI	Program allows county administrative agencies to provide a rate higher than the county maximum for children with special needs on a case-by-case basis. Special funds are provided to childcare resource and referral agencies to develop and support inclusive childcare. Also mobilizing Partners Grant.

Interagency Coordination, *continued*

10. Twenty-three (23) states report that their programs developed under the CCDF include the following provisions for collaborative training activities between the SEA and the child care lead agency:

State	Collaborative Training Activities with Child Care
AZ	Many training activities conducted collaboratively in AZ, sponsored by a variety of agencies and include child care and the SEA
AR	Many training activities include Head Start SEA, LEA, and Department of Human Services statewide
CO	Jointly fund community Early Childhood Learning Clusters which are designed to provide training to all ECE providers in the community, both public and private providers, including parents
CT	Including the establishment of a career ladder; registry for continuing education; state school readiness and child day care initiative; state accreditation and support projects; broad-based statewide training and technical assistance relative to comprehensive child and family services, including building collaboratives between early care and education, schools and community.
FL	Training is provided at the local level or regional level
GU	Wraparound services; training support
IL	Joint training and collaborative statewide conference
IA	Joint training and co-sponsored workshops
LA	Regional training activities are open to child care providers.
KS	Joint training activities; collaborated to denote core competencies.
KY	Linkages for training are planned through the state level early childhood core team and the KY Institute for Early Childhood Professional Development, of which child care and SEA are both members
ME	The Regional Child Care Resource Development Centers sponsor training in NAEYC core areas, of which serving children with special needs is one component
MA	Supported interagency forums across the state
MN	Project Exceptional; training event on integration/inclusion cosponsored by state early childhood special education and child care programs
MS	While CCDF training is not developed collaboratively, all of their training is available for all other state agencies including LEAs if they choose to participate
MO	Competitive grants are open to the SEA
NE	All training activities are collaborative and coordinated by state Early Childhood Training Center, which is supported by multi-agency funding
NH	Collaborative coordination of training activities among 619, Part C, and Child Care coordinators, and Head Start whenever possible.
NC	Statewide advisory board on personnel preparation and support for partnerships for inclusion, which includes newsletter, and public service announcements on early childhood
OR	Developing training for child care workers on how to work with children with disabilities
RI	Professional development activities and conferences on inclusion and transition are supported through the RI Child Care Training System; professional development credits are available for these training activities.
TN	Many training activities include Head Start SEA, LEA, and Department of Human Services statewide
WI	School-age children, inclusive childcare

Interagency Coordination, *continued*

11. Thirteen (13) states report that their SEAs play an active role in developing the following activities in their state's Temporary Assistance for Needy Families (TANF) block grant plan under the 1996 Welfare Act:

State	Participation in TANF Plan
CA	Interagency coordination with other agencies (minimal)
CO	Different members of our early childhood leadership are involved in a variety of initiatives
CT	Financing and supporting school readiness and child day care for mothers leaving welfare and returning to work or employment training programs.
FL	Child care through the lottery-funded pre-kindergarten early intervention program
IA	TANF dollars are used to support child care in designated empowerment areas
KY	SEA and state CCDF agency work group — local school district role in supporting welfare reform (teen parenting, attendance records, LEA jobs available, community work experience, need for long days/hours/schedule, wraparound child care)
MA	Funding study of various funding streams to address concerns on how the various funding streams affect children and families
MN	Through collaborative efforts between Part C Dept of Human Services and intra-agency activities with Dept of Children, Families and Learning
ND	Medicaid expansion to cover 18 year olds in families whose income is at or below 100% of the Federal Poverty level, through new Healthy Steps plan.
OH	Involved in the child care piece of welfare reform to assure adequate placements and payments for parents moving from welfare to work
RI	Before-school and after-school care
WA	Not in development of plan but active role in determining potential impact on school-age children
WI	Dissemination of materials to teachers. Also bringing in Project TEACH info from NC

12. Eleven (11) states report SEA involvement in planning for Children's Health Insurance Plan (CHIP):

    AL, AR, IA, ME, MA, MN, MO, NM, ND, VA, and WI (involved in planning for "long term care redesign")

    a. Three (3) states report special CHIP provisions for preschool-age children and their families:

        MA, TN (family support services will be available to families of preschoolers), and WI (inclusive child care initiative)

    b. Three (3) states report special CHIP provisions for preschool-age children with special needs:

        AR, CT (provisions for children birth to 21 diagnosed with special health care needs), and MA

Interagency Coordination, *continued*

13. Fifty-one (51) states report interagency agreements between SEAs and the following state agencies or tribal entities:

State Agency(ies)	*n*	*State*
Health	36	AL, AS, CA, FM, FL[1], GU, HI, IL, IA, KS, KY, LA[1], ME[2], MD, MA, MN, MS, NE[3], NJ, NM, NY, NC, ND, MP, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, WY[2]
Human/Social Services	28	AR[2], CO[2], CT, FL[1], GU, IL, IN, IA, KS, KY, LA[1], MA, MN, MS, MO[4], NJ[2], NM, NY[2], NC, ND, OH, OK, OR, RI, SD[5], TX, UT, WA
Health and Human Services	23	AL, AK, AZ, CA, DE, FL, GA, GU, IL, KY, LA, ME[4], MA, NE[4], NV, NH, NC, RI, PW[2], SC, TX, WV, WI
Mental Health	15	CA[2], DE, GU, IL, LA, ME, MD[6], MS, NC, OR, SC, TN, TX, VA, WA
Developmental Disabilities	14	AL, AZ, AR, CA, CO, IL, KY, LA, NM, NC, ND, OR, WA, WY
Tribal Entities	5	AZ, ME, NM, NC, WY
State Operated Programs	4	NC, SC, SD, WA
Mental Retardation	2	CT, SC
Other: AK – Department of Community and Regional Programs HI – Department of Transportation ID – Department of Health and Welfare[2] IL – Rehabilitation Services MT – Department of Public Health and Human Services PA – Department of Public Welfare SD – State schools for visually impaired and deaf; Department of Corrections WA – State schools for deaf/blind; Early Childhood Assistance Program (ECAP)		

1 – State Part B Plan describes conflict resolution process
2 – Agreement is in process
3 – Re: Data from the Program for Women, Infants, and Children
4 – Medicaid unit of Department of Social Services and CCDF
5 – Separate agreements with each agency
6 – Agreement specifically addresses autism services

Interagency Coordination, *continued*

14. The SEAs below include the following elements in their Head Start/SEA agreements:

Elements	*n*	States
Administration	2	AL, ND
Assessment/Evaluation	36	AL, AR, AS, AZ, CA, CO, CT, FM, GA[1], ID, IN, IA, KS, KY, LA, ME, MA, MN, MS, MO, MT, NE, NJ[1], NM[2]; NY[1], NC, ND,OH, OK, OR, RI, UT, VT, WV[1], WI, WY
Child count	22	AZ, CA, CO, FM, FL, ID, KS, KY, LA, ME, MN, MO, MT, NE, NM[2], OH, OK, RI, UT, VT, WV[1], WI
Child find	36	AL, AS, AZ, CA, CO, CT, FM, GA[1], ID, IN, IA, KS, KY, LA, ME, MN, MS, MO, MT, NE, NM[2], NJ[1], NY[1], NC, ND, OH, OK, OR, PA, RI, SD, UT, VT, WV[1], WI, WY
Classification	19	AL, AZ, CA, FL, KS, KY, LA, ME, NE, NJ[1], NM[2], ND, OH, OK, RI, UT, VT, WV[1], WI
Dispute resolution	25	AL, AR, AZ, CA, CO, CT, FL, ID, IN, KY, LA, ME, MA, MN, MS[1], MT, NM[2], ND, OH, OK, OR, PA, UT, VT, WV[1]
Dual enrollment	24	AR, AZ, CA, CO, CT, FM, GA[1], IN, KS, LA, ME, MO, MT, NM[2], NY[1], NC, OH, OK, OR, UT, VT, WV[1], WI, WY
FAPE and procedural safeguards	27	AL, AS, AZ, CA, CO, CT, ID, IN, KS, KY, LA, ME, MN, MO, MT, NE, NJ[1], NM[2], ND, OH, OK, RI, UT, VT, WV[1], WI, WY
Fiscal responsibility	26	AL, AR, AZ, CA, CO, CT, FM, FL, GA[1], ID, IN, KY, ME, MA, MN, MO, MT, NM[2], NC, OH, OK, OR, UT, VT, WV[1], WY
Guidelines for LEA agreements	24	AR, AZ, CO, CT, FL, ID, IL, KS, KY, LA, ME, MN, NE, NJ[1], NM[2], ND, OH, OK, OR, PA, RI, UT, VT, WV[1]
Information/Data sharing	31	AZ, CA, CO, CT, FM, FL, ID, IL, IA, KS, KY, LA, ME, MA, MN, MT, NE, NM[2], NY[1], NC, ND, OH, OK, OR, RI, SD, UT, VT, WV[1], WI, WY
Joint staffing—IEPs	31	AL, AS, AR[1], AZ, CA, CO, CT, FM, ID, IN, IA, KS, KY, LA, ME, MS, MO, MT, NE, NM[2], NC,ND, OH, OK, OR, RI, SD, VT, WV[1], WI, WY
LEA reimbursement procedures	5	CO, NM[2], OH, OK, WV[1]
Parent involvement	30	AL, AZ, CA, CO, CT, ID, IL, IN, IA, KS, KY, LA, ME, MA, MS[1], MO, MT, NJ[1], NM[2], NY[1], NC, ND, OH, OK, PA, RI, VT, WV[1], WI, WY
Personnel	15	AL, AS, AR, AZ, CO, CT, ID, ME, MO, NM[2], NY[1], OH, OK, VT, WV[1]
Placement	29	AZ, AR, CA, CO, FM, ID, IN, IA, KS, KY, LA, ME, MN, MS, MO, MT, NE, NM[2], NY[1], NC, ND, OH, OK, RI, UT, VT, WV[1], WI, WY
Provision of related services	24	AZ, AR, CA, CO, ID, IA, KS, KY, LA, ME, MN, MO, MT, NM[2], NY[1], NC, ND, OH, OK, RI, VT, WV[1], WI, WY
Referral	34	AL, AS, AR, AZ, CA, CO, CT, FM, ID, IN, IA, KS, KY, LA, ME, MA, MN, MO, MT, NE, NJ[1], NM[2], NY, NC, ND, OH, OK, OR, RI, SD, UT, VT, WV[1], WI
Responsibilities for services	31	AS, AR, AZ, CA, CO, CT, FM, ID, IN, KS, KY, LA, ME, MA, MN, MO, MT, NE, NM[2], NY[1], NC, ND, OH, OK, OR, SD, UT, VT, WV[1], WI, WY
Screening	31	AS, AR, AZ, CA, CO, CT, FM, ID, IA, KS, KY, LA, ME, MN, MO, NE, NJ[1], NM[2], NY[1], NC, ND, OH, OK, OR, RI, SD, UT, VT, WV[1], WI, WY
Services to children Migrant Head Start	9	AL, AR, FL, GA[1], MT, NM, NC, OH, OR
Services to children Tribal Head Start	6	FL, MT, NM, NC, OK, SD
Shared resources	31	AR, AZ, CA, CO, CT, FM, ID, IL, IN, KS, KY, LA, ME, MA, MN, MO, NE, NJ[1], NM[2], NY[1], NC, ND, OH, OK, OR, RI, SD, VT, WV[1], WI, WY
Shared training/TA	33	AR, AZ, CA, CO, CT, FM, ID, IL, IN, IA, KS, KY, LA, ME, MA, MN, MS, MO, MT, NE, NJ[1], NM[2], NY[1], NC, ND, OH, OK, OR, RI, SD, VT, WV[1], WY
Transition planning	36	AL, AS, AR, AZ, CA, CO, CT, FM, FL, GA[1], ID, IA, IL, IN, KS, KY, LA, ME, MA, MS, MT, NE, NM[2], NY[1], NC, ND, NJ[1], OH, OK, OR, PA, RI, VT, WV[1], WI, WY
Transportation	16	AR, CO, CT, FM, ID, KY, MA, MN, MS[1], NM[2], NY[1], OK, VT, WV[1], WI, WY
Other: IL, RI – Annual review of agreement ME, NJ[1], NM, WV, WI – Part C (included) VA – Parties agree to: (a) Communicate to locals importance of local IAAs and Early HS, HS, LEA, and EI; (b) Communicate to locals support of recommended practices (address most items above); (c) Contribute resources to assess need for and design training around recommended practices; (d) Provide for training to meet ID needs; (e) Commit agency rep to biennial review of IAA and sec. Revisions. This IAA is in progress – nearly ready to go for final review before going to agency heads. KY – Relationship between state-funded preschool for income-eligible children without disabilities		

[1] Revisions in process

[2] NM does not have a state-level agreement but has developed a new model for locally developed formal agreements which addresses the elements identified here.

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Interagency Coordination, *continued*

15. The following states report collaboration in child find (C), public awareness (P), and/or training (T) activities with the following agencies:

State	Developmental Disabilities	Health	Human/Social Services	Health & Human Services	State Schools	Tribal
AL		C		C	P, T	
AK			C, P		T	
AS	C, P	C, P, T	P			
AZ	C, P, T			C, P, T	C, P, T	C, P, T
AR	C, P, T	T	C, P, T		C, P, T	
CA	C, T			C, P, T		
CO	C, P, T	C, P, T	C, P, T	C, P, T	C	C, P, T
CT[1]		C, P, T	C, P,T			
DE	P, T	C, P, T	C, P, T	C, P, T	C, P, T	
FM						
FL	P	C, P, T		C, P, T	P, T	C, P, T
GA	T			C, T	C, P, T	
GU	C, P, T	C, P, T	C, P, T	C, P, T	C, P, T	
HI		C, P, T				
ID				C, P, T	C, T	
IL	C, P	C, P	C, P	C, P, T	C, T	
IN			C, P, T			
IA		C, P, T	C, P, T	C, P, T	T	C
KS		C, P, T	T	T	T	
KY	C, T	C	C, T	C, T	C, P, T	
LA	C, P, T	C, P, T	C, P, T	C, P, T	C, P, T	P
ME	P	C, T	C, T	C, T	C, P, T	C, P, T
MD	P	P	P		P	
MA	P, T	P, T	T	C, P, T		
MN		C, P, T	C, P, T		C, P, T	C, P, T
MS	P	C, P	C, P	C, P	C, P	
MO	C, P, T	C, P, T	C, P, T		P	
MT	C, P, T			C, P, T	C, P, T	C, P
NE	T			C, P, T		
NV	T			C, P, T		T
NH	C, P, T			C, P, T		
NJ		C, P, T		C, P	C, P, T	
NM	C, P, T	C, P			C, P, T	C, P, T
NY	T	C, T	P, T			
NC	C, P, T	C, P, T	C, P, T	C, P, T	C, P, T	C, P, T
ND	C, P, T	C, P, T	C, P, T		C, P, T	C, P, T
OH	T	C, P, T	T	C, T		
OK		P, T			C, T	
OR	C, P	C, P	P	P, T		
PA		C	C, P, T	C, T		
RI		C, P, T	C			
SC	T	C, P		C	T	
SD	P	P				
TN	T	C, P, T	C, P, T	C, P, T	C, P, T	
TX		C, P, T	C, P, T	C, P, T	T	
UT	C, P	C, P, T	C, P		C, P, T	
VT	P, T	C, P, T	C, P, T			
VA	C, T					
WA	T	C, T	C, T			
WV		C		T		
WI				C, P, T	T	T
WY	C, P, T	C, P, T				C, P, T

1 - CT – Also collaborates with State Department of Mental Retardation (0-3) in C-P-T and with State Department of Social Services in C-P-T

Interagency Coordination, *continued*

16. The following SEAs require LEAs/ESAs to keep data on:

    a. The number of eligible 3- through 5-year-olds enrolled in Head Start (27 states)

       AZ, AR, CO, FL, GA, GU, HI, ID, KY, LA, ME, MA, MO, NE, NH, NM, NY, ND, OH, OK, OR, PA, RI, SC (Head Start reports this information directly to SEA), UT, WV, and WI

    b. The number of eligible 3- through 5-year-old Native Americans (21 states)

       AZ, AR, CO, FL, HI, ID, IN, LA, ME, MD, MN, NJ, NH, NM, NC, ND, OR, PA, TX, UT, and WI

    c. The number of states in which LEAs/ESAs have entered into agreements/arrangements with local Head Start programs (18 states):

       AK, AZ, AR, CO, CT, GA, HI, ID, KS, KY, LA, ME, NJ, OR, PA, RI, UT, and WI

       In process (9 states)

       DE, GU, MD, MS, NE, NH, NM, OK, and TN

17. The following 39 SEAs include Head Start personnel in their Comprehensive System of Personnel Development (CSPD) preservice and inservice training plans:

    AL, AK, AZ, AR, CO, CT[1], DE[1], FM, FL, GA, HI, ID, IN, IA, KY, LA[1], ME, MD, MA, MN, MO, NE, NV, NJ, NM, NY, NC, ND, OH, OK, OR, PA, SC, SD[1], TN, UT, VT, WV[2], and WY[1]

18. The following 15 SEAs have a Head Start representative on the Part B State Advisory Panel or Preschool Advisory Council:

    AK, AS, AZ, CA, CO, IL, KY, ME, MA, NH, ND[1], OR, SC, UT, and VT

[1] Informally
[2] Inservice only

Personnel

1. The following states report certification/licensure requirements for preschool special education staff:

State	Special Ed. Certification w/o Preschool Specialization	Special Ed. Certification w/Preschool Endorsement	Special Ed. Preschool Certification/ Licensure	Single Certificate for Early Childhood and Early Childhood Special Education	Comments
AL	3 to 21			Birth to 5	
AK	Birth to 18		Birth to 5		
AZ			Birth to 5		
AR			Birth to 5		
CA[1]	3 to 18				Competencies in ECSE
CO		Birth to 5	Birth to 5	In development	
CT				Birth to Grade 3	Regular/Special Ed. Early Childhood
DE			Birth to 5	Birth to 5	
FL	Birth to 21	3 to 5		Birth to 4, & 3 to 8	Preschool Handicapped endorsement and Pre-K/Primary and Preschool Ed. Cert.
GA		3 to 4		3 to 5*	*Must add ECSE endorsement
ID		3 to 5			Preschool Special Education endorsement + Elementary certification.
IL		3 to 5			Special Ed. or EC certification + Preschool Handicapped
IN	3 to 21			Birth to Grade 3	
IA		Birth to 5	Birth to 5	Birth to 8	Unified Early Childhood by 2002; Birth to 8
KS		Birth to 7	Birth to 7	In process	
KY				Birth to 5	Early Childhood + Early Childhood Special Education
LA			Birth to 5		
ME				Birth to 5	
MD		3 to 8			
MA	3 to 8			3 to 8	Reg/Special Ed. EC
MN			Birth to 6		
MS					Birth to Grade 1, Reg/Special Educaiton and Elementary certification
MO			Birth to grade 3		
MT	5 to 21				
NE			Birth to 5	Unified undergraduate birth to 8, in process	ECSE birth to 8 graduate endorsement, in process
NV			Birth to 8		
NH	Yes			EC certification	
NJ	3 to 21				
NM	Yes			Birth to 8	
NY	Yes				
NC				Birth to 5	
ND				3 to 6	Certificate in elementary ed. or kindergarten ed with a Special Education credential (usually Masters Level) in Early Childhood Special Education Ages 3-6.
OH		3 to 5			Preschool certification + Sp. Ed. endorsement
OK	3 to 18			3 to 7	
OR			3 to 8	Endorsement	Implementing competencies for all staff
PA	3 to 21			3 to 8[2]	
RI			Birth to K		
SC			3 to 21		
SD					ECSE endorsement & Ed. degree covers B to 6
TN			3 to 5		
TX	Yes	3 to 6	Birth to 6		Special Endorsement
UT			Birth to 5		
VT			3 to 8		
VA			Birth to 5		
WA	Yes				Preschool Sp. Ed. endorsement + General Ed certification.
WV			3 to 5		
WI			Birth to 8		
WY	5 to 18	3 to 5	3 to 5	Birth to 8	

1 - New credential has been approved and is being implemented birth to 5; also low incidence birth to 21

2 - Early childhood certification accepted for preschool special education programs.

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Personnel, *continued*

2. The following SEAs prepare for the use of paraprofessionals by:

State	Providing Training to Administrators	Providing Training Program	Defining Personnel Standards
AK[1]		✓	✓
AR	✓	✓	✓
CA[2]	✓		
CO	✓	✓	In process
CT[1]	✓	✓	In process
DE[2]			
FL	✓	✓	
GA		✓	✓
GU[1]	✓	✓	
HI	✓	✓	✓
ID[1]		✓	
IL[1]		✓	✓
IN	✓	✓	
IA		✓	✓
KS[1]	✓	✓	✓
KY	✓	✓	✓
LA[1,2]	✓	✓	✓
ME	✓	✓	✓
MA	✓	✓	✓
MN		✓	In process
MS	✓	✓	✓
MO[1]	✓		✓
MT[1,2]		✓	
NE		✓	✓
NV	✓	✓	
NH[1]		In process	✓
NJ			✓
NM		In process	✓
NY[1]			✓
MP			✓
NC	✓	✓	✓
ND	✓	✓	✓
OK[1]	✓	✓	✓
OR			✓
PW	✓		
PA			✓
RI	✓	✓	In process
SC			In process
SD			In process
TN[2]		✓	✓
TX[1]		✓	✓
UT[1]	✓	✓	✓
VT	✓	Inservice grants	
WA		✓	✓
WI	✓	✓	
WV		In process	In process

1 Information ready to share
2 Left to local option
3 Financial support for paraprofessionals for post-high school course work

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Personnel, *continued*

3. Paraprofessionals

   a. Certification or credentialing for paraprofessionals working in preschool programs is offered or required by the following states:

      Offered (5 states):

      AR, CO, KY, OK, and RI (in process)

      Required (7 states):

      GA, IL, KS, KY, ME, TN, and WI

   b. The states listed below report that the paraprofessionals who perform the following preschool services are included in their state's Comprehensive System of Pesonnel Development (CSPD).

Preschool Services	*n*	States
Serve as classroom assistants	29	AZ, AR, CO, CT, GA, HI, IL, IN, IA, LA, ME, MD, MA, MN, MO, MT, NV, NH, NJ, NY, NC, ND, PA, SC, TN, VA, WV, WI, WY
Assist in providing related services	20	AZ, AR, CO, CT, GA, HI, IN, ME, MA, MN, MO, MT, NV, NH, ND, PA, SC, TN, WI, WY
Participate in developing the IEP	10	AZ, GA, HI, IN, ME, MA, NH, NC, SC, WI
Provide home-based services	10	AZ, CT, GA, IN, ME, MO, NH, SC, TN, WI
Provide family support services	6	HI, IN, ME, NH, NC, WI
Provide respite services	2	IN, NH

Notes:
CT – All roles and responsibilities assigned to paraprofessionals reflect those individuals for whom training is provided.
ID – Training plan being developed.
KY – CSPD includes "paraprofessionals" in the interpretation of "personnel," and training is available to all, including parents.
MT – Preschool and K-12 collaborate on CSPD for paraprofessionals. Part C aides are independent of this process.
NM – Varying levels across the state
ND – 20 hours of training is required with a letter of verification on file in LEA office.
OR – Paraprofessionals are employed by each agency contracted to provide early intervention/early childhood special education services.
VA – Included in local CSPDs

   c. Thirteen (13) states report minimum requirements for early childhood special education paraprofessionals:

Requirement	*n*	States
Other, including one of a combination of high school diploma, minimum age of 18, and training and experience with young children	10	HI, LA, ME, MO, ND, OH, OR, SC, TN, TX
Training packet and credentialing program	2	AR, OK
2-year associate's degree	1	IL

Personnel, *continued*

4. The following three (3) states require related services personnel to be prepared specifically to work with preschool children:

   CA, CO, and KS

5. The following 42 states have a training/technical assistance system or program for preschool service providers:

   AK, AZ, AR, CA, CO, CT, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MN, MS, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, PA, RI, TN (in process), TX, UT, VT, VA, WA, WI, and WY

6. The following SEAs have developed standards for personnel in preschool programs that are not administered by LEAs:

State	Early Childhood Special Educators	OTs and OT Aides	PTs and PT Aides	Speech-Language Pathologists	Service Coordinators
AR	✓				
CA	✓				
CO	✓			✓	
ID	✓			✓	
IA	✓	✓	✓	✓	
KS	✓	✓	✓	✓	In process
ME	✓	✓	✓	✓	✓
MN	✓	✓	✓	✓	
NE	✓	✓	✓	✓	
NH	✓	✓	✓	✓	
NM[1]	✓				
NY	In process	✓	✓	✓	
MP	✓				
OR[2]	✓	✓	✓	✓	✓
RI	✓	✓	✓		
TN	✓	✓	✓	✓	In process
WV	✓				
WY[1]	✓	✓	✓	✓	

1 Information ready to share

2 Competencies have been developed

Transition

1. Twenty-two (22) states have developed or are developing policies allowing 619 funds to be used for children before their third birthday.
   a. Have developed (20 states):

      AZ, CO, CT[1], DE, FL[2], GU, ID, HI, KS, LA, MD, MA, MN, MO, NE, NM, UT, VA, WV, and WI

   b. Under development (2 states):

      GA and IL

2. The following 26 states have a policy that allows for the use of Part C funds for children past their third birthday:

   AK, AZ, AR, CO, DE, FL, GA (Draft), GU, ID, LA, KS, MD, ME, MS, MO, NE, NM, NY, NC, OH, SC, UT, WA, WV, WI[3], and WY

3. The transition agreement between Part C and Part B in states require the following collaborative activities at the local level:

Collaborative Activity	*n*	State
Defining roles and responsibilities	29	AZ, AR, CO, CT, DE, GA, HI, ID, IN, KY, LA, MD, MA, MS, NV, NJ, NM, NY, NC, ND, PA, RI, SC, SD, TN, TX, VA, WV, WY
Defining fiscal responsibilities	17	AR, CO, CT, HI, ID, GA, KY, LA, MD, MA, NC, ND, PA, TN, VA, WV, WY
Training initiatives	8	CT, HI, ID, MA, NC, SC, WV, WY
Other:		
Collaborative development of transition plan — LA		
Extended school year services — WV		
Joint development, implementation of products, publications, written materials, special projects — CT		
Part C provides FAPE — MN		
Timelines for what activities are to take place when, and who is responsible — RI		
Transition planning conference responsibility — WI		
Transmission of records and confidential information — MD		

4. Twenty (20) states have developed or are developing agreements for transition from preschool to kindergarten/first grade.
   a. Have developed (6 states):

      AR, ID, ME[4], NH[4], PA, and TN

   b. Under development (14 states):

      CA, CO, CT, DE, HI, KY[4], MD, NJ, ND, OH, OK, SC, VT, and WY

1 For 2-year-olds who will turn 3 within the school year.
2 For 3 months to facilitate transition
3 Only during summer months; child must have a placement offer for fall
4 Information ready to share

Transition, *continued*

5. Thirty-five (35) states report the support of staff and others to participate in transition activities including special projects for child transition from Part C to 619 programs:

State	Support
AZ	Training and TA of staff and parents; statewide agreement; training project; training manual
AR	Transition guidelines; planning statewide training
CO	Ongoing training project for districts and guidance in quality standards
CT	Birth to 5 newsletter to convey info and address issues; regional forums and discussion groups with birth-5 professionals and parents; TA to address specific needs, issues; regional and local training
DE	Project STEPS EEPCD outreach model. Support training of all potential players.
FL	Supported in STEPS Project; transition agreements, and training.
GA	Training and TA using Project STEPS EEPCD model
HI	Transition meetings, fairs, workshops at district level; 619 coordinator in each district, using Project STEPS
IL	Varies by district; statewide TA system now has a position that is intended to work with districts and Part C programs in transition; training and TA through the Child Find project
IN	Transition booklets for service providers including early intervention, child care, Head Start, early childhood special education, and families. Collecting data regarding transition practice at local level to identify best practices and barriers. First Steps Early Intervention and early childhood special education are jointly funding transition workshops and site specific follow-up activities.
IA	Presentations with Part C and 619 Coordinators as co-presenters; written materials, "Taking Next Steps Together;" writing 'briefing' papers to clarify process and funding issues.
KS	Training to regional teams, including teachers, parents, administrators; transition booklets regarding hospital to home, age 3, parent guide (English/Spanish), two videos; NECTAS sponsored TA to support state planning team; individual TA; distance learning
KY	Kentucky Early Childhood Transition Project and Early Childhood Regional Training Centers; variety of materials and training for use by Part C and Part B professionals across state
LA	Training/implementation strategies provided on a regional level by the preschool and infant/toddler coordinator; ongoing required training activities for family service coordinators. Child Net (Part C) service providers.
MD	Staff of Infant and Toddlers programs and preschool Part B have roles and responsibilities specified in transition guidelines, activities vary from school system to school system; funding a number of local projects focusing on transition (C to B and preschool to school-age)
MA	EI communicates with LEA 6 months prior to 3rd birthday; EI invited to attend team meeting with regular education teachers and parents; collaborative for Children and Working Together
MS	State 619 Coordinator provides training upon request to Part C personnel with follow-up TA provided to LEAs.
MO	Early childhood special education school representative attends all transition meetings using Project STEPS (EEPCD Model)from Univ. of KY; support of early intervention issues
MT	SEA developed transition process for schools to follow when Part C provider agencies initiate a referral; when the Part C and public school use this process successful transition occurs
NV	Vermont Project T.E.E.M. (EEPCD Model) is being used in parts of the state
NH	Regional Action Plans developed via Preschool TA Network; regional training with Part C and 619 coordinators to build capacity
NJ	Developing parent booklet on transition; joint planning Part C/619 to train staff together
NM	No specific activities statewide, but individual districts and corresponding early intervention programs may have visits and meetings set up. One district hosts an open house for the EI families coming into the preschool. They also begin planning for transition to kindergarten a year before the transition
NC	Meetings being held at child care centers where teachers or director is; there is no monetary support for these people. Partnership for Inclusion has 6 regional specialists to provide transition assistance across the state to all early childhood providers.
ND	State guidelines in development
PA	State level policy developed jointly by Part C and Part B state agencies. Joint training provided by SEA and Part C staff to state and local ICCs.
RI	Staff from both programs are required to participate in Transition Team meetings, at 6 months prior to child's 3rd birthday and again at 34 months of age. General ed staff from early care and ed programs are also invited to participate at 34 month meeting.

continued

Transition, *continued*

Question 5, *continued*

State	Support
SC	SEA provides TA to local transition committees, training and transition resources to support transition activities.
SD	Transition plan specifies roles and responsibilities; developed TA document; provide local training upon request
TN	Discretionary funds used for training
TX	Education service centers have responsibility to provide training and technical assistance in this area
VA	Part of local agreements. We make suggestions, but they choose activities to include in their agreements. Localities are encouraged to use what are referred to as former 89-313 funds to support transition activities. A transition 'suggestion and examples' document was developed jointly by Part C and Part B in May 1996 and shared with localities.
WV	Training, meeting time, agreements, subs to include regular ed.; parent resource center; Project Tadpole team; Interagency training calendar; conference for Early Childhood; State Transition Team
WI	We have a special project to update transition booklet.
WY	Plan currently being developed

Transition, *continued*

6. Twenty-six (26) states report the following activities to support staff and others to participate in transition activities for children moving from 619 programs to kindergarten:

State	Support
AZ	LEA specifies
AR	Transition guidelines
CO	Guidance in quality standards; ongoing training project on transition for district
CT	Parent information packet, universal kindergarten entry form; training and technical assistance; forums and discussion groups
DE	Using Project STEPS Outreach; support training of all potential players
FL	STEPS project; TA; training; TA paper to coordinate local, regional and state-wide activities which meet state and federal requirements and enhance a community's ability to develop a seamless transition process for pregnant women, families and their children, birth to 6, who use prevention, early intervention and school services.
GA	Training and technical assistance
HI	Project STEPS community teams provide training and technical assistance
IN	Transition booklet for service providers including early childhood special education, Head Start, child care, kindergarten teachers, and families of children with disabilities supporting transition planning from 619 program to kindergarten, as well as other programs.
IA	Written materials, "Taking Next Steps Together"
KS	Booklet – Kindergarten "It's a Big Step"
KY	Support provided through the Kentucky Early Childhood Transition project and Early Childhood regional training centers
LA	TA to families and LEA personnel by Regional Preschool Coordinator
ME	The current providers of service to eligible preschool children participate in a transition early childhood year; pupil evaluation team the spring prior to school working with the receiving school personnel , the regular education teacher and parents.
MA	All providers including private are invited to attend the TEAM meeting
MS	Developing brochures on the transition process from 619-K with a tips for parents brochure included.
MO	Early Childhood Spec. Ed. Program sends info to team; some will sit on the teams; no testing done for categorical diagnosis; no extra money to attend IEP meeting
MT	IEP process supports participation of regular ed. (Kindergarten) teachers in the process and building principals also play a major role
NV	T.E.E.M. Model adopted in some areas; promote use of model
NJ	A document in process to give districts guidance on activities to initiate for children and families
ND	Statewide training; state guidelines in development
OR	Degree and types of support decided at the local level; activities usually include program visitations and joint (early childhood special education, school, parents) planning
PA	State policy retained in response to Jacob M. lawsuit settlement. Procedures prescribed include responsibilities of sending agency (preschool, receiving agency (school age) and parents.
RI	Kindergarten teachers are required to participate in IEP review meetings
TN	Discretionary funds for training are used
TX	Education services centers have responsibility to provide training and technical assistance

Programming

1. Thirty-seven (37) SEAs have a written philosophy promoting inclusion:

   AL, AZ, AR, CA, CO, CT, FL, GA, GU, IA, KS, KY, LA, MD, MA, MN, MS, MO, NE, NV, NJ, NM, NC, ND, OH, OK, OR, PA, RI, SC, TN, TX, UT, VA, VT, WV, and WI

2. Fourteen (14) states have a *preschool-specific* inclusion statement:

   AK, CT, GU, IA, KS, KY, MD, MA, MO, NE, NY (LRE in strategic plan), NC, ND, and RI

3. Eighteen (18) states report initiatives for special populations:

State	Initiatives
CO	Inclusive services for children with autism
CT	Autism birth-5 statewide training series; Individual Support Project (ISP); collaborative outreach grant; (All three projects are a joint effort/collaboration between O-3 and the 619 program)
IL	Autism Training Project; Emotional/Behavioral Disorders Network
IA	Heartland Model-Research Project for Children with Autism; Statewide Autism Initiative; SkiHi and Insite Training
KY	SHIPP (Severe Disabilities/Deaf/Blind); Other: PREVIEW (Visual Impairments); KEY (Deafness); KISSED (Social Skills/Mental Health)
LA	Training personnel for child care natural environment options; training for multidisciplinary evaluation personnel, natural environment strategies; inclusion opportunities, rural communities
MA	New publication "Exploring the Options"; conferences on autism (two); needs assessment of existing resources (in process)
MD	Funding a number of local projects focusing on autism, transition community team building, and technology for inclusion
MN	Fetal alcohol syndrome/Fetal alcohol effects (FAS/FAE)
NJ	New Jersey TAP (Deaf/Blind); Evaluations for Hearing Loss (3-2)
NC	Special task force on autism with autism conferences
ND	Fetal Alcohol System Task Force is considering initiatives
OR	Autism Implementation Plan: a) Outcome study; b) Local capacity building grants
PA	Provision of training to develop local team expertise in addressing the needs of children with autism. Provided by TA system.
TN	Regional training – autism; TREDS (Outreach project for dual sensory impairment); LRE for LIFE (TA for school system LRE)
VA	Children with autism – developing training package at 2 levels
WA	Transition ; autism
WI	Statewide training on autism; transition project; visually impaired training project; hearing improvement; HI-preface

Accreditation and Monitoring

1. The following SEAs support the use of the NAEYC Accreditation Program or Self-Study Project:

   a. For LEA preschool programs (20 states):

      AZ, CO, CT[1], FL, GA (for state-funded program for 4-year-olds), GU, IA (for state-funded program for 3 and 4-year-olds), KS[2], KY, LA, MD, MA, NE, NV, NH[1], NM, OH[3], RI[2], TN, and WA

   b. For community-based preschools where children have an IEP (14 states):

      AZ, CT[1], DE, FL, GA, GU, KS[2], KY, MA, NH[3], RI[2], VT, WA, and WY

   1 Pays fees, training, TA
   2 Pays fees
   3 In process

2. Eighteen (18) SEAs report the following types of support to NAEYC accreditation activities:

State	SEA Support of NAEYC Accreditation
AZ	Two-year TA project, includes pre- and post-assessment, training, materials, mini-grants, and scholarships for accreditation fees
CO	Assists with cost of process
CT	Pays fees to enroll in NAEYC self study and validation visit; training, TA, support groups, forums; NAEYC outreach, public awareness
DE	Funds activities jointly with Office of Child Care Licensing
FL	SEA funds collaborative projects with lottery funds. One priority for grant recipients is local program accreditation
IA	All state-funded Child Development Coordinating Council sponsored at-risk preschool programs have to be NAEYC accredited
KS	Funds for accreditation process
KY	Disseminated *Accreditation Criteria & Procedures* to interested preschool coordinators; recognizes accredited programs through publication "Preschool Administrator Packet."
LA	Request for proposals (RFP) to LEAs to provide fiscal support for programs interested in NAEYC or early childhood special education validation
ME	Encourages NAEYC accreditation but does not require it
MA	State early childhood legislation requires all programs that use SEA funds for 3- and 4-year-olds to serve children seek NAEYC accreditation; grant funds may be used to support accredited activities
NV	Materials, consultation, training, and technical assistance if requested
NM	Encourages NAEYC accreditation but does not require it
OH	Provides funding for programs to defray accreditation costs; provide TA to programs that want help with process
RI	Supports accreditation fees for programs (Head Start, Early Care and Education, Preschool Special Ed. and Kindergarten) that include children with disabilities and where children receive on-site services by the LEA; provides training and TA within region, community, and program
TN	Encourages use of NAEYC accredited programs for inclusion and child care. Participates on task forces related to NAEYC accreditation through collaboration with Department of Human Services (child care)
WA	Inclusion grant to Washington Association of Education of Young Children to promote training and TA to preschool and child care settings
WY	Division of Developmental Disabilities provides funds for initial accreditation

Accreditation and Monitoring, *continued*

3. Seventeen (17) states have developed or are developing their own preschool accreditation or self-study process:
   a. Have developed (8 states):

      AZ[1], CA, ID, KY, MD, MN, MO, and TX

   b. Under development (9 states):

      AK (separate section of Part B self-study), AZ[1], CO, DE, GA, KS, NH, ND, and UT

   1 Some aspects still under development

4. Four (4) states report SEA monitoring the provision of a free appropriate public education (FAPE) for preschool services differently than it does for school-age services:

State	Yes	Monitoring System
DE	✓	We have used an expanded family survey for Part C and 619 Projects.
ME	✓	The CDS state office monitors the 16 required CDS sites.
OH	✓	Program staff included in review team facilitated by a state certified program reviewer
PA	✓	State law requires monitoring quality as well as compliance

5. Nine (9) states reporting monitoring system for preschool that include program quality.

State	System	Comments
AZ	✓	
CO	✓	
GA	✓	
ME	✓	There is a new pilot initiative addressing quality, and provision of technical assistance to enhance quality and child outcomes.
MS	✓	Under development
NV	✓	As 1 year in a 3-year cycle districts self-monitor for program effectiveness.
PA	✓	Service delivery items include additional quality indicators that must be addressed for 12 areas
TN	✓	Preschool staffs serve as team members on monitoring assignments. The staff also provides technical assistance to enhance program quality.
WI	✓	Self assessments

   a. Nine (9) states have no quality component in their monitoring system but do report the following progress:

      ID – Just beginning to look at quality for all age levels

      LA, MS, NY – Currently under development

      MA – In process

      MT – With State Improvement Grant, change is likely to emphasize quality concerns

      NH – Strong tie to program approvement

      ND – Under development through revised SEA monitoring system

      WV – We look for integration opportunities and outstanding programs

Accreditation and Monitoring, *continued*

6. Eight (8) states conduct or are planning to conduct preschool monitoring collaboratively with other agency(ies) in the following ways:

   AK – Exploring Part C/Section 619 joint monitoring

   AR – Exploring Part C (Division of Development Disabilities) and Section 619 joint monitoring of Part C to Section 619

   CO – Beginning to develop joint monitoring with Education, State Preschool At-Risk, Part C Program, Chapter I, Child Care, Human Services, and Head Start

   ID – In collaboration with Health & Welfare and Head Start

   ME – Other early intervention personnel serve as monitoring team members

   NY – Municipalities participate or comment on reviews

   OR – Part C / Section 619 are monitored together; some monitoring of birth-to-5 program with Head Start / state preschool reviews

   WY – In collaboration with Division of Developmental Disabilities

Performance Outcomes

1. Forty-four (44) states characterize their efforts to evaluate child outcomes for preschool special education in the following ways:

Evaluation Efforts	*n*	State
Outcome indicators and evaluation strategies (performance measures) are under development	26	AZ, AR, CO, DE, GA, KS, LA, ME, MN, MS, MO, MT, NV, NM, NY, NC, ND, OR, PA, RI, SC, SD, VA, WV, WI, WY
State is in process of collecting data on some or all of identified child outcomes.	9	DE, IA, KY, LA, NV, NC, OH, OR, VA
State is not addressing child outcomes at this time.	9	CT, HI, ID, IL, IN, MD, NH, TX, WA

Notes:

FL – Our efforts are within the context of measuring outcomes for all students, not separate system for preschool

KY – Outcomes addressed within state preschool evaluation process.

MA – In process

OH – Data collection at 8 demonstration sites which include approximately 10,000 children across preschool special education, public school preschool, and Head Start

2. Under the IDEA Amendments of 1997, states are required to establish (a) goals for the performance of children with disabilities, and (b) performance indicators to assess the progress of children toward achieving those goals. Thirty-nine (39) states describe their activity in this area:

State Position	*n*	State
Preschool special education is included in efforts to establish goals and indicators for all Part B children.	22	FL, GA, ID, IN, KS, MN, MS, MO, MT, NV, NH, NJ, ND, OR, PA, RI, SC, TX, VA, WA, WI, WV
State's array of performance goals and indicators span the age range from 3 through 21.	19	AZ, AR, DE, FL, GA. ID, IN, LA, MD, MA, MN, NV, NH, NY, NC, OR, SC, VA, WV
State performance goals and indicators apply only to school-age children.	8	CO, CT, HI, IL, IA, MT, NJ, TN
Preschool special education goals and indicators are being developed separately from school-age Part B goals and indicators.	5	CO, MN, NM, SD, WY

a. Six (6) states are conducting child outcome evaluation activities for the preschool education program in response to accountability demands beyond IDEA requirements.

State	Evaluation Activities
IA	I-SEE IEP results
KY	State preschool evaluation is conducted yearly. Each year specific goals are established to determine program effectiveness and child outcomes.
LA	State is developing performance indicators for all early childhood. 619 will be a part of this initiative.
ME	Developing a birth through 5 Learning Results to complement our 5-20 Learning Results.
OH	Indicators of Success Project during this first pilot year are collecting outcome data for children and programs.
OR	Evaluation activities at the request of the Oregon legislature

Public Awareness

The following states have preschool public awareness initiatives available to share:

State	Age Focus	Brochure	Newsletter	PSA	Video	Other
AL	B to 5	✓	✓		✓	
AK	3 to 5	✓				Parent guide
AS						Parent workshops with Head Start
AZ	3 to 5					Poster and child development literature
AR	B to 5	✓	✓	✓	✓	Screenings, newspapers
CA	3 to 5	✓	✓	✓		
CO	B to 5	✓	✓		✓	Governor initiative
CT	B to 5	✓	✓			EC packet, Blueprint for Action; 0-5 newsletter; video; handbook
DE	B to 5	✓	✓			Resource directory, growth chart
FL	B to 5	✓		✓	✓	Social marketing, child find
GA	B to 5	✓		✓	✓	Child find
GU	B to 5	✓		✓	✓	Screenings, child find, directories, parent conferences
HI	B to 5	✓		✓	✓	Parent guide
ID	B to 5	✓		✓		
IL	B to 5	✓		✓	✓	Growth chart, tray liners, rights brochures, stickers, etc.
IN	3 to 5					Parent guide (3 to 21), developmental wheel
IA	B to 5	✓	✓			
KS	B to 5	✓	✓	✓	✓	Posters, magnets
KY	B to 5	✓	✓		✓	
LA	B to 5	✓	✓	✓	✓	Child Search (birth to 21) and ChildNet (birth to 3)
ME	B to 5	✓		✓		Parent handbook
MD	B to 5	✓		✓	✓	Parent helper series in English, Spanish, and Korean
MA	B to 5		✓			
MN	B to 5	✓	✓	✓	✓	
MS	0 to 5	✓		✓	✓(0-3)	Statewide conference, Resource Guide
MO	B to 3	✓	✓	✓	✓	
NE	B to 5	✓	✓	✓	✓	Conference
NV	B to 5					Growth charts, parent activities
NH	3 to 5	✓	✓			EEIN (membership org) newletter; brochures; family resources
NJ	B to 5	✓				Parent handbook, resource packet, posters, developmental charts
NM	B to 5	✓		✓		
NY	B to 5	✓	✓			Parent guide, parent pamphlet, performance report
NC	B to 5	✓	✓	✓	✓	
ND	B to 5	✓		✓		Child Find magnets, growth charts
MP	B to 5	✓				Parent handbook
OH	3 to 5	✓			✓	Separate brochures for schools, parents, and service providers
OK	B to 2	✓				
PA	B to 5	✓	✓		✓	Parent handbook, pamphlets
RI	3 to 5	✓				Posters, brochures available in Spanish, Cambodian and Portuguese
SC	3 to 5	✓		✓	✓	Magnets, buttons, video
SD	B to 5			✓	✓	Fact sheets, growth charts, conference
TN	B to 5	✓				
TX	B to 5	✓				Posters
UT	B to 5	✓	✓	✓	✓	
VT	B to 5	✓	✓			Fact sheet, parent handbook
VA	2 to 5	✓				Child find, development wheel
WA	3 to 5	✓				
WI	3 to 5	✓	✓	✓	✓	Growth chart
WY	B to 5	✓			✓	Growth chart, posters, parent handbook, child find

IEPs, IFSPs and Family-Centered Services

1. Thirty-five (35) states have developed or are developing specific preschool policies and strategies to enhance the involvement of parents in their child's IEP or IFSP.

   a. Have developed (25 states):

      AL, AR, CA, CT, GA (3 to 21), GU, ID, IA, KY, LA, ME, MN, MO, NE, NH, NM, NY, NC, OH, PW[1], PA, RI, VT, WV, and WY

   b. Under development (10 states):

      AK, AS, AZ, CO, DE, MD, OK, OR, SC, and TN

2. The following 7 states have developed preschool-specific policies and procedures to include parent counseling and training on the IEP:

   IL, KY, LA, ME, MS, NH, and NY

3. Twenty-eight (28) states use, allow the use of, or are considering using IFSPs for preschool services.

   a. Use IFSPs as a result of statewide policy for all preschool services (3 states):

      GU, ME, and OR

   b. Allow local discretion in using IFSPs (21 states):

      AK, AZ, CO, CT, DE, FL, ID, IL, KS, MN, NV, NM, NY, NC, OH, RI, TN, UT, WA, WI, and WV

   c. Are collecting data for future decision making (4 states):

      DE, LA, NH, and ND

4. Of the twenty-four (24) states (total of Questions 3a and 3b, above) that require or allow IFSPs to be used for preschool services, 16 have adopted guidelines, standards, or regulations that:

   a. Five states clarify the procedure for moving from IFSP to IEP for a child and family:

      CO, GU, ME, OK, and OR

      Under development (6 states)

      HI, MN, NM, TN, UT, and WV

   b. Ten states address IFSP development and implementation

      CO, FL, GU, ID, IL, KS, ME, MN, NM, and OR

      Under development (2 states)

      HI and WA

5. Six (6) states have developed or are developing a standard IFSP form for preschool services:

   AK, FL, GU, ME, MN, and OR

IEPs, IFSPs and Family-Centered Services, *continued*

6. Twenty-three (23) states report using the following methods to support parent participation in IEP development:

   a. Written guidance: (16 states)

      CT, FL, GA, HI, IN, IA, LA, MA, MT, NM, NC, ND, TN, WV, WI, and WY

   b. Training and technical assistance: (15 states)

      AZ, CT, FL, GA, HI, IA, MA, MO, NH, NJ, NM, NC, WV, WI, and WY

   c. Financial support to Parent Training and Information Centers (PTIs): (3 states)

      ID, NV, and ND

   d. Support to parent-to-parent projects and advocacy groups: (2 states)

      PA and WV

   e. Develop regulations: (1 state)

      NC

7. SEAs below support the provision of service coordination to eligible children, 3 through 5 years of age, in the following ways:

SEA Support	*n*	States
Funding	10	AS, GA, IN, KY, MA, MN, ND, OH, PA, WY
State regulation or policy	9	FL, HI, KY, ME, MA, NJ, ND, PA, WY
Training/technical assistance	21	AS, CT, FL, HI, ID, IN, KY, MA, MN, MT, NV, NH, NC, ND, OH, OR, RI, TN, WI, WV, WY

Notes:

CT — LEAs may assign a service coordinator or individual to serve in such capacity for a family; particularly at the transition between birth to 3 and 3 to 5

MD — Over the next year will explore how Part B Parent Information and Training Centers can be linked with Part C Family Support Centers to support service coordination

KS and MN – SEA support funding as a local option

NC — Discussions have centered around assisting outside agencies to continue to provide service coordination to 3- and 4-year-olds

OR — Exploring other funding sources to help pay for service coordination

WI — Program Support Network funded with state dollars to support children in general education as well as those in special education. Teachers also act as liaisons to birth to 3 programs

WY — Collaboration of Education and Division of Developmental Disabilities

8. The listed SEAs below work with the Parent Training and Information Center(s) (PTIs) in their state in the following ways:

   a. Joint conferences (20 states)

      AZ, CO, CT, DE, FL, GU[1], ID, IL, IN, KS, LA, MN, MO, NV, NM, NC, RI, VA, VT, and WI

   b. Provision of technical assistance (28 states)

      CO, FL, GA[2], ID, IL, IN, KS, LA, MA, MN, MS, MO, MT, NE, NV, NH, NM, NC, ND, RI, SD, TN, UT, VA, VT, WA, WI, and WY

   c. Special projects (22 states)

      AR, CO, CT, DE, ID, IN, IA, KS, KY, MN, MT, NE, NV, NH, NM, ND, RI, SD, UT, VA, VT and WI

   d. Shared resources (21 states)

      AK, CO, DE, GU[1], ID, IL, IN, KS, ME, MN, MS, NE, NV, NH, NJ, NC, RI, VT, VA, WA, and WI[3]

   e. Other (16 states)

      AR, CO, CT[2], FL, ID, LA, ME, NH, NC, OH, OR, PA[4], SD, UT, VT, and WV

1 Provides parent training through Family Focused Early Intervention program and participates in Parent-to-Parent Network
2 Collaborates with SEA on CSPD, develops training initiatives, and provides SEA support
3 Director of DEP is on state advisory council
4 Provides parent training through Early Intervention TA program and participates in Parent-to-Parent network

Eligibility Classifications and Criteria

Summary of Early Childhood Special Education Eligibility Classifications Under Part B in the States, American Samoa, District of Columbia, and Guam as of February 1999

Forty-five (45) states use a disability category such as "developmental delay" for young children. Among these states, policies vary as to terminology, age range, and restrictions on use.

1. Twenty-five (25) states use all of the Part B disability categories for children ages 3 through 5 years, plus an early childhood category such as "developmentally delayed."

   AL, CO, CT[2], FL, GA, HI, IL, KY, MD[3], ME, MI, MT[4], NV, NH, NM, ND, OR, PA[5], RI, SD, TN, TX, UT, VA, and WI

   Use as last resort:
   CO, KY, MI, ND, TX, and WI

   Modify some or all Part B categories:
   FL, KY, and SD

2. Fifteen (15) states use some, but not all Part B categories plus an early childhood category that subsumes the omitted Part B categories.

   AK, AZ, AR, DE, ID, LA, MN, MS, MO, NY, NC, SC, WA, WV, and WY

   Use as last resort: ID and WY

   Modify some or all remaining Part B categories:

   AR, DE, MN, MS, NC, and SC

3. Five (5) states use only an early childhood (e.g., developmental delay) disability category for early childhood:

   KS[6], NJ, OH[7], OK, and VT

Two (2) states are *noncategorical for all ages:*
IA and MA

Three (3) states and three (3) jurisdictions use only the Part B disability categories for eligibility determination for children ages 3 through 5 years.

AS, CA, DC, GU, IN, and NE[1]

Modifies some or all Part B categories:
NE[1]

Twenty-five (25) states extend or are considering extending the use of their early childhood-specific category beyond age 5.

1. Six (6) states *currently extend* the early childhood-specific category beyond age 5 (upper age limit is given in parentheses).

   ID and TN (through age 9)
   KY and NM (through age 8)
   VA (through age 7)
   MN (through age 6)

2. Two (2) states are *piloting an extension* of their early childhood specific category beyond age 5.

   KS and LA (piloting extension through age 9)

3. Seventeen (17) states report *considering or being in the process of changing* their early childhood eligibility policy by extending the age to which the policy applies.

   AL, AR, GA, and VA (through age 9)
   IN and NE (through age 8)
   MO, UT, and WA (through age 7)
   DE (through second grade)
   AZ, IL, ME, MT, NC, RI, and SD (age unspecified)

Footnotes:
Seven (7) states are adopting or considering adopting other eligibility-related policy changes other than/in addition to extending the early childhood-specific category:

[1]NE — has recommended adoption of developmental delay category through age 8 to state legislature (2/99)
[2]CT — considering repealing state statutes and regulations and replacing them with language of federal statute and regulations
[3]MD — now uses Part B categories; field testing developmental delay criteria for 3 through 5
[4]MT — task force to consider category and extension
[5]PA — revision in criteria for ages 3 through 5 has been proposed
[6]KS — considering change from 1.5 SD to include alternative kinds of assessment
[7]OH — assessment methods

These data represent an analysis by Joan Danaher, of NECTAS, of states' preschool eligibility documents that have been updated according to Section 619 coordinators' reports. A more detailed, state-by-state analysis is available in the NECTAS publication *Preschool Special Education Eligibility Classifications and Criteria* (NECTAS Nots No. 6) by Joan Danaher.

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Special Education Mandates and Legislation

1. The chart below indicates the age at which children with disabilities are eligible under state policy to receive a free appropriate public education (FAPE).

Birth	Age 2	Age 3	
American Samoa	Virginia	Alabama	Nevada
Commonwealth of Northern Mariana Islands		Alaska	New Hampshire
		Arizona	New Jersey
		Arkansas	New Mexico
Federated States of Micronesia		California	New York
		Colorado	North Carolina
Guam		Connecticut	North Dakota
Iowa		Delaware	Ohio
Maryland		District of Columbia	Oklahoma
Michigan		Florida	Oregon
Minnesota		Georgia	Pennsylvania
Nebraska		Hawai'i	Rhode Island
Palau		Idaho	South Carolina
Puerto Rico		Illinois	South Dakota
		Indiana	Tennessee
		Kansas	Texas
		Kentucky	Utah
		Louisiana	Vermont
		Maine	Virgin Islands
		Marshall Islands	Washington
		Massachusetts	West Virginia
		Mississippi	Wisconsin
		Missouri	Wyoming
		Montana	

Special Education Mandates and Legislation, *continued*

2. The chart below indicates the school year in which states ensured FAPE for all children with disabilities, beginning at 3 years of age. *(Refer to the chart on the previous page for the 12 states which assure FAPE below age 3.)*

1973-1974	Illinois
	Michigan
	Wisconsin
1974-1975	Alaska
	Texas
1975-1976	Iowa
	Virginia
1976-1977	Massachusetts
	Rhode Island
	South Dakota
1977-1978	American Samoa
	Louisiana
	New Hampshire
1978-1979	Maryland
1979-1980	Nebraska
1980-1981	Hawai'i
1981-1982	Guam
	Virgin Islands
1983-1984	District of Columbia
	New Jersey
1985-1986	North Dakota
	Puerto Rico
	Washington
1986-1987	Minnesota
1987-1988	Bureau of Indian Affairs[1]
1988-1989	Utah
1989-1990	Idaho
	Palau
1990-1991	Montana
	Nevada
	Northern Mariana Islands
	Wyoming
1991-1992	Alabama
	Arizona
	Arkansas
	California
	Colorado
	Connecticut
	Delaware
	Florida
	Georgia
	Indiana
	Kansas
	Kentucky
	Maine
	Marshall Islands
	Mississippi
	Missouri
	New Mexico
	New York
	North Carolina
	Ohio
	Oklahoma
	Pennsylvania
	South Carolina
	Tennessee
	Vermont
	West Virginia
1992-1993	Oregon
1993-1994	Department of Defense (overseas)
	Federated States of Micronesia

1 BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

Preschool Program Data

1. Number of children, 3 through 5 years old, served under Part B of IDEA on December 1 of the federal fiscal year:[1]

State[2]	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
AL (91-92)	2,941	2,666	6,987	8,243	10,115	6,934	7,327	7,712	8,241	8,527	8,594	8,199	8,195
AK (74-75)	759	767	981	1,145	1,398	1,133	1,299	1,490	1,712	2,068	2,015	1,847	1,839
AS (77-78)	5	4	20	43	42	48	35	34	32	52	53	43	79
AZ (91-92)	2,309	2,623	2,745	3,578	3,917	3,917	4,925	5,941	6,574	7,292	7,846	8,271	8,571
AR (91-92)	2,465	2,505	2,534	3,101	3,713	3,826	4,436	4,865	5,176	6,943	7,538	7,892	8,368
BIA (87-88)	297	274	644	not available	868	1,092	1,092	not applicable	not applicable	not applicable	not applicable	not applicable	276
CA (91-92)	21,081	23,709	29,138	33,341	37,029	39,466	43,338	46,628	50,966	54,193	54,888	55,722	57,511
CO (91-92)	1,653	1,409	2,126	2,624	2,804	3,110	3,795	5,356	6,009	6,760	7,153	7,255	7,509
CT (91-92)	4,533	4,506	4,793	4,589	4,819	5,185	5,552	6,103	7,816	7,268	8,006	7,919	7,801
DE (91-92)	730	709	822	845	1,382	1,493	1,349	1,771	1,913	2,010	1,941	1,847	1,619
DC (83-84)	374	370	398	301	273	212	260	254	238	338	387	347	384
FL (91-92)	8,448	8,947	10,487	11,412	12,556	13,521	14,615	17,274	19,799	25,781	27,080	27,048	27,747
GA (91-92)	4,166	4,442	4,981	6,295	7,121	6,514	7,879	9,957	11,449	12,791	13,314	14,293	14,331
GU (81-82)	64	63	113	182	132	187	187	167	137	173	187	171	167
HI (80-81)	499	581	621	679	726	782	930	900	1,074	1,199	1,306	1,433	1,560
ID (89-90)	1,488	1,270	974	1,138	3,069	2,495	2,383	2,571	2,606	2,974	3,065	3,213	3,401
IL (73-74)	20,402	22,076	19,964	19,163	20,387	24,010	23,050	23,116	24,737	25,018	24,967	27,976	27,209
IN (91-92)	5,030	5,099	5,046	4,660	4,796	4,862	7,519	8,891	10,057	11,065	12,261	13,075	13,234
IA (75-76)	5,144	4,929	5,072	5,137	5,092	5,405	5,402	5,443	5,643	5,673	5,837	5,865	5,907
KS (91-92)	2,671	2,891	2,855	2,967	2,919	3,394	4,042	4,589	5,376	5,856	6,135	6,369	6,629
KY (91-92)	4,266	4,343	6,861	7,735	9,066	9,810	12,178	12,632	12,690	14,009	14,683	15,020	14,998
LA (77-78)	5,185	5,130	5,162	5,750	6,057	6,352	6,855	7,946	9,005	9,658	9,588	9,495	9,554
ME (91-92)	2,517	2,148	2,865	2,756	2,937	2,861	2,441	2,628	2,831	3,268	3,553	3,693	3,676
MD (78-79)	6,114	5,971	6,150	6,423	6,959	7,134	7,775	7,875	8,607	9,052	9,490	9,790	9,646
MA (76-77)	7,218	8,041	8,034	9,455	9,960	9,657	10,085	10,278	11,038	14,267	14,241	14,535	15,116
MI (73-74)	12,439	12,517	12,268	13,133	13,166	13,921	13,921	15,012	15,464	17,672	18,241	18,411	18,877
MN (86-87)	8,146	8,731	8,934	8,443	8,495	8,637	8,994	9,633	10,284	10,758	10,781	10,916	11,111
MS (91-92)	1,705	2,841	4,854	5,060	5,219	5,499	4,565	5,018	5,694	6,451	6,607	6,227	5,994
MO (91-92)	5,914	5,297	4,836	4,307	3,906	3,935	5,127	6,148	6,986	7,975	8,395	8,744	9,530
MT (90-91)	1,552	1,404	1,420	1,358	1,461	1,711	1,782	1,863	1,810	1,721	1,813	1,732	1,721

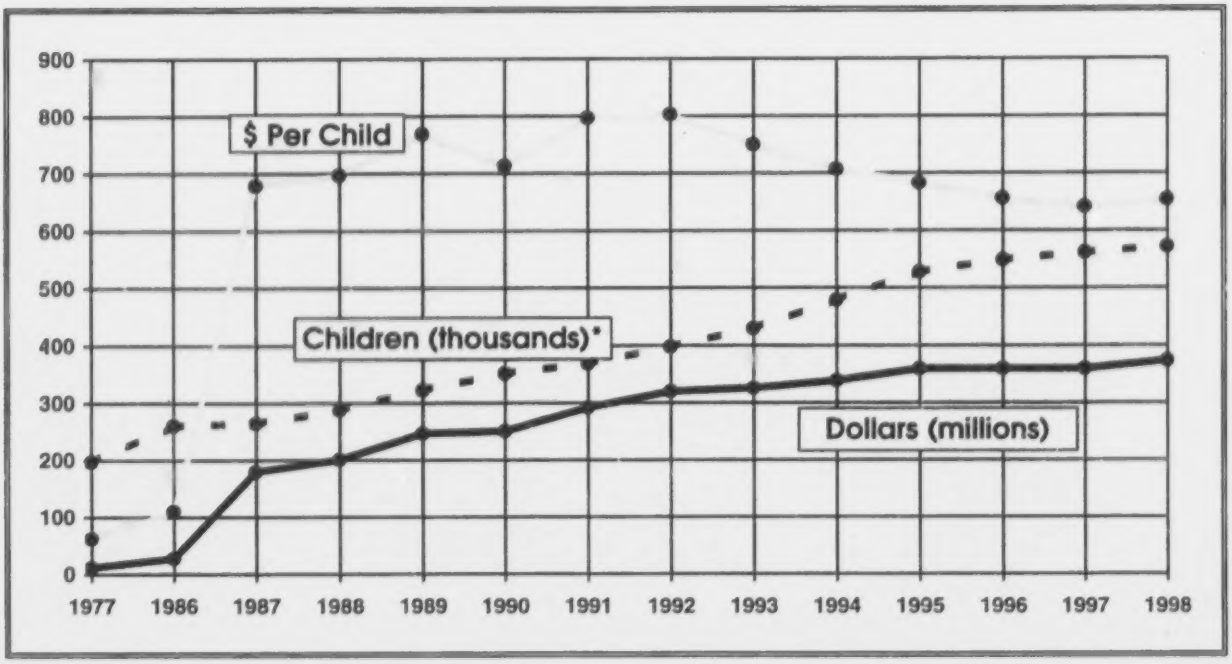
Preschool Program Data, *continued*

State[2]	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
NE (79-80)	2,853	2,750	2,666	2,666	2,577	2,498	2,764	2,953	3,002	3,313	3,312	3,311	3,617
NV (90-91)	886	844	871	955	1,016	1,392	1,818	2,310	2,619	2,900	3,166	3,261	3,345
NH (77-78)	1,027	1,105	1,118	1,187	1,236	1,229	1,259	1,381	1,736	1,996	2,170	2,289	2,251
NJ (83-84)	13,990	12,506	13,095	13,552	13,875	14,390	14,719	14,978	15,554	15,945	16,639	16,718	16,867
NM (91-92)	1,250	1,249	1,268	1,583	1,662	2,185	2,185	3,067	3,534	4,116	4,563	4,684	4,943
NY (91-92)	6,240	5,410	3,265	16,640	22,011	26,013	28,990	32,459	40,029	45,009	48,536	49,673	49,628
NC (91-92)	5,760	5,541	6,682	7,928	9,898	10,482	10,966	12,704	14,109	15,141	16,671	16,622	16,977
ND (85-86)	1,051	1,006	1,021	1,123	1,100	970	992	981	1,062	1,119	1,169	1,156	1,164
MP (90-91)	0	26	173	190	21	211	211	15	23	22	36	46	52
OH (91-92)	7,737	7,205	7,359	7,326	8,370	9,760	10,960	15,608	16,347	18,193	18,204	18,279	18,666
OK (91-92)	5,715	5,635	5,388	5,317	5,402	5,134	5,297	5,510	5,144	4,970	5,312	5,292	5,645
OR (92-93)	1,219	1,177	1,297	1,205	1,257	1,123	1,203	4,900	3,458	5,648	6,097	7,033	5,965
PW (89-90)	0	0	0	0	0	13	13	12	17	10	see footnote 3	see footnote 3	see footnote 3
PA (91-92)	7,668	7,134	9,533	13,339	15,565	14,432	13,814	15,627	15,296	19,760	20,586	20,495	21,106
PR (85-86)	1,711	2,279	2,887	3,154	3,154	3,345	3,345	4,375	4,584	3,331	3,545	4,474	5,255
RI (76-77)	1,189	1,200	1,390	1,451	1,431	1,624	1,740	1,877	2,061	2,131	2,333	2,456	2,559
SC (91-92)	5,211	5,671	6,973	7,334	7,893	7,941	7,915	8,569	9,072	9,904	10,324	10,500	10,931
SD (76-77)	1,995	1,813	1,844	1,858	1,947	2,076	2,193	2,260	2,202	2,227	2,176	2,153	2,168
TN (91-92)	6,487	6,746	6,548	6,937	7,045	7,400	8,529	9,110	9,666	9,825	10,151	10,092	10,238
TX (74-75)	19,689	20,137	20,989	21,471	21,928	22,897	24,797	26,416	28,306	30,647	32,262	32,984	34,398
UT (88-89)	2,243	2,093	2,158	2,358	2,792	3,159	3,304	3,842	3,894	4,568	4,861	5,217	5,327
VT (91-92)	474	487	500	541	574	535	882	936	993	1,305	1,215	1,309	1,241
VI (81-82)	52	0	66	104	78	55	80	76	65	118	133	173	213
VA (75-76)	9,133	8,944	8,987	9,053	8,918	9,811	10,755	11,252	12,161	12,921	13,220	13,598	14,318
WA (85-86)	5,571	6,562	7,259	8,252	9,040	8,834	9,659	10,631	11,746	12,830	12,565	12,003	12,001
WV (91-92)	2,512	2,813	2,749	2,682	2,774	2,533	3,254	3,587	3,847	4,461	4,842	5,119	5,174
WI (73-74)	8,799	8,934	9,271	9,341	9,765	10,325	10,845	12,174	12,642	13,072	13,545	13,924	13,707
WY (90-91)	354	301	417	465	1,153	1,219	1,346	1,384	1,484	1,495	1,556	1,532	1,569
Grand Total:	**260,931**	**265,831**	**288,459**	**321,875**	**352,866**	**368,689**	**396,973**	**441,089**	**478,617**	**527,789**	**549,154**	**561,748**	**571,888**

[1] For example, for fiscal year 1986, a total of 260,931 children was reported to be receiving services as of December 1, 1985.
[2] Date following state indicates school year of initial participation in assuring FAPE.
[3] Funding determined per provisions of the Compact of Free Association, effective October 1, 1994.

Preschool Program Data, *continued*

2. Comparison of growth in 619 Preschool Program with federal 619 appropriations:



	1977	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Dollars (millions) 619 Dollars (millions) appropriated for distribution to states	12	28	180	201	247	251	292	320	326	339	360	360	360	374
Children (thousands) Children (thousands) receiving FAPE on December 1 of each federal fiscal year*	197	261	265	288	323	352	369	398	430	479	528	549	562	572
$ Per Child Per child allocation of 619 dollars	63	110	679	697	769	713	797	803	750	707	683	656	641	654

*For example, for fiscal year 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

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